

SECTION D**PERSONNEL**

POLICY	TITLE	ADOPTED	REVISED
DA	Sexual Harassment	08/03/98	
DAA	Non-Discrimination	08/03/98	10/14/19
DAA-R	Grievance Procedure Filing, Processing & Resolving Complaints	08/03/98	10/14/19
DAA-R2	Federal Programs Complaint Policy	04/04/16	
DAA-E	Discrimination Complaint Form	09/03/13	
DABB	Records Investigation	08/03/98	02/17/15
DABB-P	Felony Records Search, Procedures	08/02/10	
DABB-E1	Records Investigation Consent	08/03/98	02/17/15
DABB-E2	Application for National Criminal History Record Check	08/03/98	08/02/10
DABB-E3	Temporary Contract, Notice of Limited Employment	08/02/10	
DBA	Teacher Assistants	06/26/03	
DBAA	Title I Paraprofessionals	06/26/03	
DBCA	Standards of Performance and Conduct for Teachers	08/03/98	07/20/17
DBD	Conflicts of Interest	05/04/09	
DBDA	Restrictions on Dual Employment	08/03/98	05/04/09
DBF	Teacher Mentors Program	08/03/98	
DC	Employment Practices	08/03/98	07/16/09
DC-R3	Medical Examinations	11/08/07	
DC-P1	Employment Procedures, Certified Personnel	08/03/98	
DC-P2	Employment Procedures, Support Personnel	08/03/98	08/18/05
DCA	New Teacher Residency Program	11/19/15	
DCA-R	New Teacher Residency Committee, Assisting New Teachers	03/07/16	
DCBA-R1	Recruitment and Selection for Administrative Positions	08/03/98	11/07/16
DCBB	Advertising and Posting Vacancies	04/21/97	11/07/16
DCBB-R1	Advertising and Posting Vacancies, Regulations	08/03/98	09/21/04
DCBC	Applications and Credentials	08/03/98	
DCBF	Employment, Promotion, or Transfer of Relative	01/22/87	08/03/98
DCC	Drug-Free Workplace	08/03/98	04/07/03
DCC-R	Workplace Drug and Alcohol Testing, Regulations	04/07/03	12/14/09
DCC-E1	Drug-Free Workplace Notice to Employees	04/07/03	
DCCB	Drug and Alcohol Testing Program	08/03/98	
DCCB-R	Drug and Alcohol Testing Program for Bus Drivers and Driver Applicants	08/03/98	
DCCB-R3	Drug and Alcohol Testing Program Bus Driver, When Require	08/03/98	
DCCB-P	Drug and Alcohol Testing Program, Bus Drivers, Procedures	08/03/98	
DCD	Employment of Support Personnel	08/03/98	10/14/04
DCD-R1	Required Tests for Applicants New to the District	11/20/90	06/29/09
DCDA	Authorized Positions for Support Personnel	08/03/98	12/12/17
DCDB	Returning to Employment, Support Employees	01/17/91	08/03/98
DCE	Employment and Compensation of Athletic Personnel	08/03/98	
DDA	Contracts	08/03/98	06/25/15
DDB	Release from Contract, Certified Personnel	08/03/98	07/16/09
DDC	Employee Resignations	07/16/09	06/25/15
DEA	Payment Schedule	08/03/98	10/15/12
DEA-R1	Teacher Salary Schedule	08/03/98	11/19/15
DEA-R2	Substitute Salary Schedule	08/03/98	04/03/17
DEAA	Compensation for Lost Time	08/03/09	
DEAB	Fringe Benefits	08/03/98	

SECTION D**PERSONNEL**

POLICY	TITLE	ADOPTED	REVISED
DEAD	Support Personnel District Salary Schedule	06/08/93	11/19/15
DEAF	Wages Paid from Activity Fund	08/03/98	06/16/11
DEBA	Personnel Vacations	08/03/98	06/29/09
DEBA-R1	Terminating Employees, New Employees and Designated Holidays	08/03/98	
DEC	Sick Leave	08/03/98	10/14/19
DEC-R1	Requirement for Medical Examination	08/03/98	02/25/08
DEC-R4	Sick Leave, Accumulation Incentive Program	08/03/98	
DEC-P	Types of Leave, General Information	08/03/98	09/15/05
DECA	Family Medical Leave	08/05/93	04/06/09
DECA-E	Notice of Eligibility and Rights and Responsibilities (FMLA)	06/29/09	02/01/13
DECA-E1	Personal Business Leave Report	08/03/98	
DECBA	Emergency Leave	08/03/98	08/21/08
DECBB	Military Leave Policy	08/03/98	02/17/15
DECBB-R	Leave: Military, Regulation	08/03/98	
DECBC	Professional Leave	08/03/98	
DECBC-R1	Professional Leave Procedures	08/03/98	
DECBC-E1	Request for Professional Leave and Claim Reimbursement	08/03/98	
DECBD	Jury Duty Service and Witness Leave	08/03/98	02/01/15
DECBG	Leave of Absence	08/03/98	
DECBN	Court Appearances	08/03/98	
DEE	Expense Reimbursement	08/03/98	
DEE-R	Out-of-District Travel and Expenses	07/16/02	12/15/08
DEE-R1	Local Travel Reimbursement	08/03/98	12/15/08
DEE-R2	Expense Reimbursement, Principals	08/03/98	07/16/02
DF	Retirement Program	08/03/98	
DGA	Staff Participation in Political Activities	08/03/98	02/17/15
DGAB	Employee Organizations	08/03/98	
DGBA	Employee Grievances	08/03/98	
DGBA-R	Employee Grievances, Regulation	08/03/98	
DGBA-E1	Grievance Report Form	08/03/98	
DGD	Circulation of Petitions	05/30/00	
DHAC	Staff Members and Social Networking Sites	08/19/10	05/02/16
DHAC-E	Staff Members and Social Networking Sites, Permission Form	09/16/10	
DIAA	Staff Safety, Assaults	08/03/98	02/17/15
DIAA-R	Staff Safety Assaults, Regulation	12/03/90	08/03/98
DIAF	Hygiene and Sanitation (Blood borne Pathogens)	08/03/98	10/01/14
DIAF-R	Hygiene and Sanitation (Blood borne Pathogens) Procedure for Handling Blood and/or Body Fluids in the School Environment	08/03/98	
DIAF-R1	OSHA Blood borne Pathogens Final Standard, Summary of Key Provisions	08/03/98	
DIAF-E1	Occupational Exposure to Blood or Potentially Infectious Body Fluids Report	08/03/98	10/01/14
DJ	Dress and Personal Grooming, Teachers	08/03/98	
DK	Assignment of Teachers	08/03/98	
DKA	Transfer of Assignment	08/03/98	
DKA-R	Transfer of Assignment Procedure	03/04/87	02/20/20
DKD	Transfer of Assignment, Support Personnel	08/03/98	03/10/08
DL-R1	Work Day, Certified Personnel	08/03/98	05/17/12

SECTION D		PERSONNEL	
POLICY	TITLE	ADOPTED	REVISED
DLA	Extra Duty, Certified Personnel	04/18/80	08/03/98
DLB-R1	Work Schedule for Support Personnel	08/03/98	02/20/16
DMA	In-service Development	08/03/98	
DMAS	Educational Opportunities, Support Personnel	02/01/89	10/14/04
DMB	Professional Development, Certified Staff	05/01/97	11/13/06
DMB-R	Professional Development Committee (Objectives)	05/01/97	08/03/98
DMB-R2	Certification Reimbursement Program	07/20/17	
DMB-E1	Professional Development Evaluation Form	08/03/98	
DMB-E2	Professional Development Proposal Form	08/03/98	09/06/05
DMB-E3	Professional Development Group Evaluation Form	08/03/98	
DNA	Teacher Evaluation	08/03/98	08/01/16
DNA E1	TLE Observation and Evaluation Rubric, Teachers	08/03/98	08/04/14
DNA E2	Library Media Specialist Performance Evaluation	08/03/98	08/20/04
DNA E3	TLE Observation and Evaluation Rubric, Counselors	08/03/98	09/04/12
DNA E4	TLE Observation and Evaluation Rubric, Deans	09/04/12	04/06/15
DNA E5	TLE Observation and Evaluation Rubric, Nurses	09/04/12	
DNA E6	TLE Observation and Evaluation Rubric, Speech-Lang. Path./School Psychologists	09/04/12	
DNA E7	TLE Observation and Evaluation Rubric, Staff Development Teachers	09/04/12	
DNA E8	Other Academic Measures	02/20/14	
DNA E9	SLO SOO	01/05/15	
DNA P1	Teacher Performance Evaluation, Procedure	08/03/98	05/04/15
DNA P2	Teacher Performance Evaluation, Procedure(2)	02/20/14	12/15/14
DNA R4	Personal Development Plan	08/03/98	09/04/12
DNA R6	Assistant Coach Evaluation	06/01/15	
DNA R7	Site Athletic Coordinator Evaluation	06/01/15	
DNAA	Evaluation of Administrative Personnel	08/03/98	08/01/16
DNAA E1	Administrator Minimum Performance Criteria Assessment	08/03/98	
DNAA E2	The Principal Evaluation Rubric	03/11/13	
DNAA P	Administrator Evaluation Procedures	03/27/98	08/03/98
DNAB	Support Staff Evaluation	06/04/90	06/26/03
DNAB-E1	Evaluation of Support Staff Form	08/03/98	06/26/03
DNB	Personnel Files, Certified Staff	06/10/87	06/26/03
DNC	Personnel Files, Support Employees	06/26/03	
DO	Termination of Employment, Teachers	08/03/98	02/17/15
DO R	Teacher Termination Procedures	08/03/98	02/17/15
DOAC	Support Personnel, Suspension, Demotion or Termination	08/03/98	07/20/17
DOAC E1	Notice of Support Employees of Suspension Without Pay, Demotion, Termination or Non-Renewal	08/03/98	
DOAC E2	Hearing Request Form	08/03/98	
DOAC E3	Record of Corrective Counseling, Support Personnel	08/03/98	
DOBD	Suspension of Certified Personnel	08/03/98	
DOCA	Reduction in Force, Certified Personnel	08/03/98	02/04/10
DOCA-R1	Reduction in Force, Procedure for Non-Teaching Certified Personnel	08/03/98	
DOCA-R2	Recall of Non-Teaching Personnel	08/03/98	
DOCA-R3	Reduction in Force, Procedure for Teaching Certified Personnel	08/03/98	
DOCA-R4	Recall of Teachers	08/03/98	
DOCB	Reduction in Force, Support Personnel	08/03/98	
DOCCA	Written Admonishment Teacher	08/03/98	
		3	

SECTION D**PERSONNEL**

POLICY	TITLE	ADOPTED	REVISED
DOCCA-E1	Written Admonishment to Employee	08/03/98	
DOCCA-E2	Consultation with Employee	08/03/98	
DPA	Qualifications, Teacher	06/26/03	06/06/05
DPAB	School Bus Drivers	04/06/09	
DPAB-R	School Bus Drivers and Monitors	04/06/09	
DPAC-R	Support Staff	08/03/98	
DPB	Substitute Teachers	09/05/00	02/17/15

SEXUAL HARASSMENT

The policy of this school district forbids discrimination against any employee or applicant for employment on the basis of sex. The Board of Education will not tolerate sexual harassment by any of its employees. This policy applies to non-employee volunteers whose work is subject to the control of school personnel.

General Prohibitions**1. Unwelcome Conduct of a Sexual Nature**

- A. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
- B. Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
- C. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

2. Sexual Harassment

For the purpose of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if:

- A. submission to the conduct is made either an explicit or implicit condition of employment;
- B. submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or
- C. The conduct substantially interferes with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

Specific Prohibitions**1. Administrators and Supervisors**

- A. It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
- B. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

SEXUAL HARASSMENT (cont.)**2. Non-administrative and Non-supervisory Employees**

It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

Report, Investigation, and Sanctions

1. It is the express policy of the board of education to encourage victims of sexual harassment to come forward with such claims. This may be done through the Employee Grievance policy.

A. Employees who feel that administrators or supervisors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon sexual favors, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the alleged offending person, the report will be made to the next higher level of administration or supervision, unless it is the superintendent who is the alleged offender. In which case, the complaint shall be referred to the board president.

B. Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offensive working environment.

C. Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur because of the good faith reporting of charges of sexual harassment.

2. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The superintendent has the responsibility of investigating and resolving complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to warning, suspension, or termination subject to applicable procedural and due process requirements.

REFERENCE: Title VII of the Civil Rights Act of 1964**42 U.S.C. §2000e-2****29 C.F.R. §1604.1, et seq.****CROSS-REFERENCE: Policy DAAB, Grievance Procedures, Sex Discrimination****Policy DAAB-R, Grievance Procedures, Sex Discrimination, Regulation****Policy DO, Termination, Certified Teachers****Policy DO-R, Teacher Termination Procedures**

NONDISCRIMINATION

It is the policy of the Lawton Independent School District to provide equal opportunities without regard to race, color, national origin, sex, sexual orientation, gender expression, age, qualified disability, or military veteran status in its educational programs and its employment practices. This includes, but is not limited to, admissions, educational services, financial aid, and employment. Inquiries concerning application of this policy may be referred to the District Compliance Officer.

Compliance Officer
C/O Human Resources
John Shoemaker Education Center
753 N. W. Fort Sill Boulevard
Lawton, Oklahoma 73507
(580) 357-6900, Ext. 254

All District publications will include the statement of nondiscrimination.

Anyone having a written complaint concerning discrimination should make it in writing and mail it to the District compliance officer at the above address. The compliance officer will then conduct an investigation of the complaint and refer it to the Grievance Committee, composed of six members from the certified staff of the Lawton Public Schools.

Any person dissatisfied with the decision of the committee will have the right to appeal the decision to the Board of Education.

DISCRIMINATION COMPLAINT FORM

TO: Title IX/504/ADA Coordinator - High School Principal
Alternate Coordinator - Middle School Principal

FROM: Name of Grievant _____
Address/Telephone # _____

DATE OF ALLEGED VIOLATION: _____

NATURE OF ALLEGED VIOLATION:

NAMES OF PERSONS RESPONSIBLE:

REQUESTED ACTION:

Date Complaint Filed With Coordinator: _____

Please use reverse of this form or attach additional sheets if necessary.

(Complaint must be submitted within 30 days of alleged violation.)

**FOR GRIEVANCE PROCEDURE FILING, PROCESSING
AND RESOLVING COMPLAINTS ALLEGING DISCRIMINATION**

Definitions

Discrimination Complaint: A written complaint alleging any action, policy, procedure or practice that discriminates on the basis of race, color, national origin, sex, sexual orientation, gender expression, religion, age or disability (including harassment and retaliation).

Grievant: Any person enrolled in or employed by the District or a parent, guardian, or member of the public who submits a complaint alleging discrimination based on sex, sexual orientation, gender expression, race, color, national origin, religion, age or disability (including harassment or retaliation). For purposes of this policy, a parent or guardian's complaint or grievance shall be handled in the same manner as a student's complaint would be.

Title VI, Title IX, Section 504/Title II, and Age Act Coordinator(s): The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act and any other state and federal laws addressing equal educational opportunity. The Coordinator under Title VI, Title IX, Section 504/Title II and the Age Act is responsible for processing complaints and serves as moderator and recorder during hearings. The Coordinator of each statutory scheme: 504/Title II of the Americans with Disabilities Act, Title VI of the Civil Rights Act, Title IX Coordinator and the Age Act Coordinator, may be the same person or different persons. The appropriate Coordinator may be contacted at the following address:

Lawton Public Schools
Superintendent of Schools
753 Fort Sill Blvd.
Lawton, OK 73507
(580) 357-6900, ext. 200

Respondent: The person alleged to be responsible for the alleged discrimination contained in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.

Day: Day means a working day when the District's main administrative offices are open. The calculation of days in complaint processing shall exclude Saturdays, Sundays and legal holidays.

Pre-Filing Procedures: Prior to the filing of a written complaint, the student, parent or guardian, employee or patron is encouraged to visit with the building principal or the Coordinator, as

GRIEVANCE PROCEDURE FOR FILING, PROCESSING AND RESOLVING COMPLAINTS ALLEGING DISCRIMINATION, (cont.)

applicable, and reasonable effort should be made by the District at this level to resolve the problem or complaint.

Filing, Investigation, Hearing and Review Procedures: The Grievant submits a written complaint to the Coordinator, as applicable, stating the basis, nature and date of the alleged discrimination, the names of persons responsible (when known) and requested action. If the applicable Coordinator is the person alleged to have committed the discriminatory act(s), then the complaint should be submitted to the Superintendent for assignment. Complaint forms are available from the offices of the district's coordinators.

The Coordinator conducts a complete and impartial investigation within 10 days of receiving the complaint, to the extent reasonably possible, which shall include but not be limited to, interviewing the Grievant and any witnesses, review of documents and interviewing the Respondent. The Coordinator will ask the Respondent to (a) confirm or deny facts; (b) indicate acceptance or rejection of the Grievant's requested action; and (c) outline alternatives.

As to complaints of discrimination by students, parents or guardians and school employees, the Coordinator will disclose the complaint, the identity of the Grievant and information regarding the person who allegedly committed the discriminatory act only to the extent necessary to fully investigate the complaint and only when the disclosure is required or permitted by law. If a Grievant wishes to remain anonymous, the Coordinator will advise him or her that such confidentiality may limit the District's ability to fully respond to the complaint. If a Grievant asks to remain anonymous, the Coordinator will still proceed with the investigation.

Within five days after completing the investigation, the applicable Coordinator will issue a written decision to the Grievant and Respondent.

If the Grievant or Respondent is not satisfied with the decision, he or she must notify the applicable Coordinator, in writing, within five days and request an appeal to the Superintendent. The written appeal shall contain a specific statement explaining the basis for the appeal. If the Superintendent is also the Coordinator, then the appeal shall proceed directly to the Board of Education.

Within five days after receiving the appeal request, the applicable Coordinator will refer the matter to the Superintendent for a hearing. If the Superintendent is the person alleged to have committed the discriminatory act(s), then a different decision maker will be appointed to maintain impartiality. The Coordinator will schedule the hearing with the Grievant, the Respondent and the Superintendent. The hearing will be conducted within 10 days after the Coordinator refers the matter to the Superintendent for a hearing.

GRIEVANCE PROCEDURE FOR FILING, PROCESSING AND RESOLVING COMPLAINTS ALLEGING DISCRIMINATION, (cont.)

At the hearing, the Superintendent will review the information collected through the investigation and may ask for additional oral or written evidence from the parties and any other individual he or she deems relevant. The applicable Coordinator will make arrangements to audiotape any oral evidence presented. In circumstances involving allegations of sexual harassment, the Coordinator may determine that it is appropriate and reasonable to separate the individual who is allegedly being sexually harassed from the alleged harasser in the hearing.

Within five days after completing the investigation, the Superintendent will issue a written decision to the Grievant and Respondent.

If the Grievant or Respondent is not happy with the decision, he or she must notify the Superintendent, in writing, and request an appeal to the Board of Education. The written appeal shall contain a specific statement explaining the basis of the appeal.

The Superintendent will notify the Board of Education, in writing, within five days after receiving the appeal. The clerk will place the appeal on a board agenda within 30 days from the date of notification to the Board of Education.

The Board will act as an appellate body by reviewing the decisions and the oral and written evidence presented below and making a decision. At the board meeting, the Board may ask for oral or written evidence from the parties and any other individual it deems relevant. The clerk will make arrangements to audiotape any oral evidence presented. Within five days of the meeting, the Board will issue a final decision in writing to all parties involved.

General Provisions

Extension of time: Any time limits set by these procedures may be extended by mutual consent of the parties involved. The total number of days from the date the complaint is filed until the Board of Education issues a final decision, shall be no more than 120 days.

Access to Regulations: Upon request, the Coordinator shall provide copies of any regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age or disability.

Confidentiality of Records: Complaint records will remain confidential, to the extent allowed by law, unless permission is given by the parties involved to release such information. All complaint records will be kept separate from any other records of the District. No complaint record shall be entered in any personnel file unless adverse employment action is taken against an employee. Complaint records shall be maintained on file for three years after complaint resolution.

GRIEVANCE PROCEDURE FOR FILING, PROCESSING AND RESOLVING COMPLAINTS ALLEGING DISCRIMINATION, (cont.)

Representation: The Grievant and the Respondent may have a representative assist them through the grievance process and accompany them to any hearing.

Retaliation: The District prohibits retaliation, intimidation, threats, or coercion of any person for opposing discrimination or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, appealing, or participating in any other discrimination complaint proceeding or hearing. The District will take steps to prevent the alleged perpetrator or anyone else at the District from retaliating against the alleged victim or any person who acts to oppose discrimination or participates in the complaint process. These steps include notifying students and employees that they are protected from retaliation, making sure that victims know how to report future problems and making follow-up inquiries to see if there have been any new incidents. If retaliation occurs, the District will take strong responsive action.

Basis of Decision: At each step in the grievance procedure, the decision maker will take or recommend the taking of appropriate measures based on the facts, as revealed by the investigation and hearing, taken as a whole, and the totality of the circumstances, such as the nature, extent, context and gravity of the activities or incidents.

Notice: The District will notify all students, parents or guardians, members of the public and employees of the name, office and telephone number of each Coordinator and this grievance procedure in writing via school publications and/or postings at each school site to which employees or students are assigned.

FEDERAL PROGRAMS COMPLAINT POLICY**I. PURPOSE**

- A.** Federal Programs regulations (34CFR Part 299, Subpart F S299.10-12) pertaining to programs under the reauthorized *Elementary and Secondary Education Act (ESEA)* require the State Education Agency (SEA) to adopt written procedures, consistent with State law for:
1. Receiving and resolving any complaint from an organization or individual that the SEA or an agency or consortium of agencies is violating a Federal statute or regulations that apply to a covered program listed in subsection (b) of this section.
 2. Reviewing an appeal from a decision of an agency or consortium of agencies with respect to a complaint; and
 3. Conducting an independent on-site investigation of a complaint if the SEA determines that an on-site investigation is necessary.

II. COVERED PROGRAMS

- A.** Programs covered by this section are the following:
1. Part A of Title I (Improving Basic Programs Operated by LEAs)
 2. Subpart I of Part B of Title I (Reading First)
 3. Subpart 3 of Part B of Title I (Even Start Family Literacy Programs)
 4. Part C of Title I (Migrant Education)
 5. Part D of Title I (Neglected and Delinquent)
 6. Part F of Title I (Comprehensive School Reform)
 7. Part A of Title II (Teacher and Principal Training and Recruiting fund)Part B of Title II (Math and Science Partnerships)
 8. Part D of Title II (Enhancing Education Through Technology)
 9. Part A of Title III (English Language Acquisition, Language Enhancement and Academic Achievement)

FEDERAL PROGRAMS COMPLAINT POLICY (cont.)

10. Part A of Title IV (Safe and Drug Free Schools and Communities)
11. Part B of Title IV (21st Century Community Learning Centers)
12. Part A of Title V (Innovative Programs)
13. Subpart 1 of Part B of Title VI (Small, Rural School Achievement Program)
14. Subpart 2 of Part B of Title VI (Rural and Low-Income School Program)

III. COMPLAINT PROCEDURES at the LOCAL EDUCATION AGENCY LEVEL

- A.** All complaints concerning an LEA should be filed with the appropriate LEA or with the General Counsel of the State Department of Education. Within thirty (30) days of receipt of a complaint, the applicant agency shall conduct an investigation of the allegation and resolve the complaint. Subsequent to the investigation and resolution, a written decision shall be filed with the General Counsel of the State Department of Education and the complainant
- B.** A complaint may be filed by parents, teachers, or other concerned individuals or by an organization in relationship to the program. An LEA is required to review all complaints made concerning a covered program if:
 1. The complaint is in written form and alleges that Federal program requirements have been violated;
 2. The complaint is signed;
 3. The complaint includes the facts on which the statement is based and the specific program requirement alleged to have been violated; and
 4. The complaint includes information supporting the allegation along with the allegation.

IV. COMPLAINT PROCEDURES at the STATE EDUCATION AGENCY LEVEL

- A.** Within thirty (30) days of receipt of a decision, the SEA shall review the investigation and decision and make the LEA aware if further steps are to be taken by the LEA or the SEA. A complainant who is dissatisfied with the decision of the LEA may file an appeal with the SEA. A request for an appeal must be submitted in writing to the General Counsel of the State Department of Education within thirty (30) days of resolution of the complaint by the LEA.

FEDERAL PROGRAMS COMPLAINT POLICY (cont.)

- B.** Upon receipt of an appeal, the SEA will request from the LEA a copy of the original complaint and evidence found during the investigation by the LEA. Upon receipt of evidence supplied by the complainant and the LEA, the SEA will either make a disposition from submitted documentation or conduct an independent, on-site investigation of the complaint if deemed warranted.
- C.** Resolution of the complaint shall be made by the SEA within forty-five (45) days of receipt of an appeal. A request for an extension of this time limit may be submitted by the LEA or the complainant. An extension of this time limit will be made only if exceptional circumstances exist with respect to a particular complaint.
- D.** Within ten (10) days of completion of the appeal review process by the SEA, a written decision will be provided to the person, persons, or organization making the complaint and to the LEA to which the complaint was filed.
- E.** A complaint against an LEA made directly to the SEA without previously being filed with the appropriate LEA will be reviewed by the SEA to determine if an investigation is warranted by the SEA because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with the appropriate LEA. The forwarding of a complaint filed with the SEA requires the LEA to conduct an investigation and produce a decision within thirty (30) days of receipt of the complaint by the LEA.
- F.** A direct complaint which the SEA determines must be investigated by the SEA will be resolved within forty-five (45) days of the receipt of the complaint by the SEA. A written decision will be provided to the person, persons, or organization making the complaint and to the LEA upon which the complaint was filed.
- G.** The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.
- H.** Complaints against the SEA must be filed with the General Counsel of the State Department of Education. Complaints must:
 - 1. Be submitted in written form and specify the Federal program requirements alleged to have been violated;
 - 2. Be signed;
 - 3. Include the facts on which the statement is based and the specific program requirement alleged to have been violated; and

FEDERAL PROGRAMS COMPLAINT POLICY (cont.)

4. Include information supporting the allegation along with the allegation.
- I.** The SEA will investigate and resolve the complaint and issue a written decision to the LEA and to the complainant within forty-five (45) days of receipt of the complaint.
- J.** The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

RECORDS INVESTIGATION

The board of education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history records check be conducted of all prospective employees. A national criminal history record check is defined at 74 O.S. § 150.9 and required a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national history record of the person from the FBI.

A written consent will be required from the prospective employee consenting to a felony records check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education.

Any person applying for employment as a substitute teacher shall only be required to have one such national criminal history records check for the school year. The Lawton Public Schools will choose whether to require a subsequent record check from any substitute teacher who has been employed by the school district in the last school year. Upon request of the substitute teacher, that felony records search results may be sent to any other school district in which the substitute teacher is applying to teach. (HB 1321)

Any person employed as a full time teacher by a school district in this state in the five (5) years immediately preceding an application for employment as a substitute teacher may not be required to have a national criminal history record check, if the teacher produces a copy of the national history check completed within the preceding five (5) years and a letter from the school district in which the teacher was last employed stating the teacher left in good standing.

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history record check completed if the teacher can produce a copy of national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed as substitute teacher stating that the teacher left in good standing.

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history check for as long as that person remains employed for consecutive years by the district. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

RECORDS INVESTIGATION (cont.)

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national criminal history records check results. The temporary employment of the perspective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history record check. The sixty (60) day temporary employment period shall begin on the first day of the perspective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will not be reimbursed.

REFERENCE: **70 O.S. § 5-142**
 74 O.S. § 150.9

RECORDS INVESTIGATION**CONSENT**

The name and fingerprints of an applicant for employment with this school district shall be submitted to the Oklahoma State Bureau of Investigation for a national felony records search. Such a search will require that you be fingerprinted by the OSBI, or designee. The school district may conduct a national felony records search of any current school employee if the board of education recommends the search.

I state that I have read the above requirements and do consent to being fingerprinted.

Signed this _____ day of _____, _____.

Applicant

INSTRUCTIONS

1. **Criminal History Searches for Employment Purposes:** Local boards of education and school superintendents or the agent designated by the superintendent may request criminal history records for employment purposes. The forms for conducting searches, *Application for Criminal History Record Check* and/or *Fingerprint Cards*, may be requested from the Professional Standards Section at the address listed below.
2. **Results of Criminal History Check.** Results are returned to the State Department of Education. Each set of results will be forwarded to the local school district by the Professional Standards Section. FBI results cannot be released to private schools.
3. **Accuracy of Criminal History Records Check.** The accuracy of any criminal history search depends on the use of all relevant personal information as outlined in **Part I** of this application. The only optional entry is AKA (Also Known As) or maiden name. Applications not completely and legibly filled out, or with scratchouts, markovers, or whiteouts will be returned to the local school board for reaccomplishment.
4. **Superintendent's Approval and Method of Payment. Part II** must be completed by the school superintendent or the designated agent. Desired method of payment must also be selected.
 - Local boards of education should have applicants complete this form and **two (2) fingerprint cards provided by the Professional Standards Section.**
5. **Search Fees.** Fees are paid with a school purchase order number, certified check, school check, cashier's check, or money order (public or private schools) **payable to the Oklahoma State Bureau of Investigation.** Only public schools and private schools with approved billing accounts at the OSBI may use school purchase orders. **THE OSBI WILL NOT ACCEPT PERSONAL CHECKS OR CASH.**
 - If paying by school purchase order, please include the purchase order number on the line provided in Part II. School districts using a purchase order number will receive a monthly billing statement from the Oklahoma State Bureau of Investigation; do not include payment with the search requests.
 - School districts not using a Purchase Order must enclose payment for the total amount due in the form of a certified check, school check, cashier's check, or money order **payable to the Oklahoma State Bureau of Investigation.**
 - The local school district has the option of reimbursing employees the cost of the background search. However, if a person is already employed by a district at the time the background search request is made, the district shall promptly reimburse the employee in full for the fee unless the person was employed pending receipt of the criminal history information search.
6. **Employment Decisions Based on Criminal History Information.** State law authorizes the State Department of Education to request from the OSBI and/or FBI criminal history information on applicants for school employment on behalf of a local school district. Once information is forwarded to the local school district, **the local board of education is responsible for researching any arrests, charges, and/or convictions that may appear on the reports received from the OSBI and/or the FBI, and for making hiring decisions based upon the information received.**
7. **Substitute Teachers.** Any person applying for employment as a substitute teacher shall only be required to have one such felony record search for the school year. Upon request of the substitute teacher, that felony record search **MUST** be sent to any other school district in which the substitute is applying.
8. **Web Site to the Department of Corrections and Oklahoma State Courts Network.** Use of the various Web sites to obtain criminal history information should be to augment your criminal history background checks, not replace them. The Oklahoma State Department of Education has a link from its home page to the Department of Correction's Sex Offender's Registry. This can be accessed through <www.sde.state.ok.us>.

Mail information to: Oklahoma State Department of Education
Professional Standards Section, Room 212
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599
Telephone: (405) 521-3337

**TEMPORARY CONTRACT
NOTICE OF LIMITED EMPLOYMENT**

It is agreed by the employees and Lawton Public Schools District that employment will begin as of the date below even though the results of the requested felony records search have not yet been received. It is specifically agreed by Lawton Public Schools and the employee that the attached contract provides employment only up to the time the pending requested felony records search report is received by the district and that the **employee has no contractual or property rights of whatever nature in continued employment with Lawton Public Schools past the receipt and review of the felony records search report or 60 days from the first day of district employment if no such report is received, whichever occurs earlier.** If the felony records search shows that the employee has a felony record, then the district, through its superintendent, will void this contract and will immediately terminate employment without further notice or hearing. Employment will automatically end if the felony records search report is not received within 60 days of the first day of service of employment duties. It is agreed that this temporary contract shall supercede any and all statements made otherwise in the attached regular employment contract.

If the felony records search report is received and shows no felony record, the employee and district shall enter into an employment contract. If a felony conviction is shown on the report, then employment will end when the report is received, unless the district, through its superintendent, decides to offer continued employment to the employee.

I acknowledge that I have read the above statement, that I understand my employment may cease prior to 60 days if the felony records search report shows a felony conviction, and that my employment will terminate at the end of 60 days if no felony search record is received during that time period.

Signed this _____ day of _____, _____.

Temporary Employee

**DO NOT SIGN A REGULAR CONTRACT
WITH THE EMPLOYEE UNTIL THIS
60-DAY AGREEMENT EXPIRES**

**FELONY RECORDS SEARCH
PROCEDURES**

Pursuant to 70 O.S. §5-142, the Lawton Public School District will obtain the results of a national felony record search of the name and fingerprints of every prospective school district employee. During the first interview with each employment applicant, the applicant shall be advised that:

1. The school district requires a national felony record search of every prospective employee's name and fingerprints as a condition of employment;
2. To enable the school district to request the search and obtain the results, the applicant must complete and sign an Authorization and Release form provided by Lawton Public Schools;
3. The Lawton Public School District will request a felony records search only if the superintendent of schools recommends employment of the applicant;
4. If the superintendent of Lawton Public Schools recommends employment of the applicant, the applicant must permit the Oklahoma State Bureau of Investigation to fingerprint the applicant; and
5. The applicant, if placed on duty prior to receipt of the felony search results, will be classified as a temporary employee until the school district is notified that the search is clear of any felony record.

If the felony records search reveals a prior felony offense conviction or if the applicant provides a false response to one or more of the questions on the Authorization and Release, the applicant will be denied employment and, if placed on duty prior to receipt of the search results, will be deemed to have resigned from employment with Lawton Public Schools, effective upon acceptance by the board of education. The board of education may accept any employee's resignation at any time within thirty (30) days after the date the school district is notified of either the unsatisfactory search results or learns of the applicant's false response, whichever is later. Under these circumstances, the employee waives any due process that might otherwise be available under federal and state law and Lawton Public Schools district policies and procedures.

Lawton Public Schools will also request a national felony record search of the name and fingerprints of any current school district employee if the board of education recommends a search of that employee's felony record.

TEACHER ASSISTANTS

It is the policy of the board of education that teacher assistants will be employed for the school term only. Employment will be offered if funds are available, the educational need exists in a particular program, and the applicant possesses the required level of requisite skills as prescribed in the appropriate State Department of Education regulation except that a teacher's assistant or a volunteer will be used for each class of kindergarten through second grade which has more than 20 students and in which twenty percent of the students are eligible to participate in the National Child Nutrition Act.

Teacher assistants are paraprofessionals within the school district. All paraprofessionals must have earned a high school diploma or its equivalent. Paraprofessionals hired after January 7, 2002, to work with identified Title I students must have completed at least two years of study at an institution of higher education; obtained at least an associate's degree; or met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects. Paraprofessionals working with identified Title I students who were hired before January 8, 2002, have until January 1, 2006, to meet these standards. The district will not hire Title I paraprofessionals who do not meet these standards. If the district becomes a school-wide Title I school district, all paraprofessionals in the district must meet these standards.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for teacher assistants.

Teacher assistants are employed so that the professional teachers may direct their energies to the students' education. The basic objectives for the use of teacher assistants are:

1. To make it possible for teachers to use more variety in structuring classroom activities which will result in more meaningful education for children and youth.
2. To enable the teacher to do more creative teaching, and to use a greater variety of instructional media.
3. To enable the teacher to develop effective programs focusing upon the individual needs of each student.
4. To provide increased time for individualizing instruction, evaluating learning situations, student counseling and
5. guidance for other instructional activities that will improve educational opportunities for boys and girls.

TEACHER ASSISTANTS (cont.)

6. To relieve teachers of the numerous semi- and non-professional tasks which have become cumulative and which have come to consume a disproportionate amount of the teacher's time and energies.

The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to an assistant. Assistants are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

Teacher assistants will only be used to perform, or assist a classroom teacher to perform, the following duties:

- ✓ Hallroom duty
- ✓ Bus duty
- ✓ Playground duty
- ✓ Lunchroom duty
- ✓ Extracurricular activities involving school functions
- ✓ Other noninstructional duties as the superintendent may prescribe

The duties of teacher assistants may be further restricted or regulated by program requirements of the funding plan under which they are employed:

1. Title I funds provide assistants for the Remedial Reading Program.
2. Title IV-A funds provide assistants for Indian students.
3. Early Childhood Intervention (ECI) funds provide assistants for mainstreamed students with certain specific handicaps that require frequent or constant attention.

**REFERENCE: 70 O.S. §6-127, §18-113.1, et seq.
P.L. 107-110, No Child Left Behind Act of 2001**

TITLE I PARAPROFESSIONALS

It is the policy of the board of education that Title I paraprofessionals will be employed for the school term only. If Title I funds are received by the district, employment will be offered if the educational need exists and if the applicant possesses the required level of requisite skills as prescribed in the appropriate State Department of Education regulations and the *No Child Left Behind Act*.

All paraprofessionals must have earned a high school diploma or its equivalent. Paraprofessionals hired after January 7, 2002, must have completed at least two years of study at an institution of higher education; obtained at least an associate's degree; or met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects. Paraprofessionals hired before January 8, 2002, have until January 1, 2006, to meet these standards. The district will not hire Title I paraprofessionals who do not meet these standards.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities or other positions not related to student instruction.

DUTIES OF PARAPROFESSIONALS

1. In General, a paraprofessional working in a Title I position shall not be assigned a duty inconsistent with this subsection.
2. Responsibilities paraprofessionals may be assigned
 - A. to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
 - B. to assist with classroom management, such as organizing instructional and other materials.
 - C. to provide assistance in a computer laboratory;
 - D. to conduct parental involvement activities;
 - E. to provide support in a library or media center;
 - F. to act as a translator; or
 - G. to provide instructional services to students in accordance with paragraph (3).
3. Additional limitations. A paraprofessional
 - A. may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher.
 - B. may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the

TITLE I PARAPROFESSIONALS (cont.)

amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for paraprofessionals.

Paraprofessionals are employed so that the professional teachers may direct their energies to the students' education. The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional. Paraprofessionals are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

**REFERENCE: P.L 103-382 Improving America's Schools Act
P.L. 107-110, No Child Left Behind Act of 2001**

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

Teachers are charged with the education of the youth of this state. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents, and the community; teachers are to be guided in their conduct by commitment to students and the profession.

**PRINCIPLE I
COMMITMENT TO THE STUDENTS**

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - A. Exclude any student from participation in any program,
 - B. Deny benefits to any students,
 - C. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (cont.)

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted or required by law.

**PRINCIPLE II
COMMITMENT TO THE PROFESSION**

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of any person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist an unqualified person in the unauthorized practice of the profession.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or actions.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (cont.)**PRINCIPLE III**

Pursuant to the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty.
2. Repeated negligence in performance of duty.
3. Mental or physical abuse to a child.
4. Incompetency.
5. Instructional ineffectiveness.
6. Unsatisfactory teaching performance.
7. Commission of an act of moral turpitude.
8. Abandonment of contract.

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:

1. Any sex offense subject to the Sex Offender Registration Act in his state or subject to another state's or the federal sex offender registration provisions: or
2. Any felony offense.

A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. "Criminal sexual activity" means the commission of an act as defined I Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy: and
2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

As used in this Section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (cont.)

REFERENCE: 70 O.S. §6-101.22, et seq.
OAC 210:20-29-3
OAC 210:20-29-4

NOTE: In accordance with the referenced statutes, a copy of these standards of performance and conduct will be provided to each teacher.

CONFLICTS OF INTEREST

In order to protect the public trust and maintain confidence in the fairness of public education, conflicts of interest or even the appearance of conflict must be avoided. Therefore, it is the policy of the Board of Education that school district personnel shall not engage in any activity that would create a conflict of interest or the appearance of a conflict of interest. The purpose of this policy is, first, to identify activities of employees and board members that may constitute willful neglect of duty and, thus, should be prohibited and, second, to further identify activities that, although they might not constitute prohibited activities, should be disclosed to the superintendent and so create a duty to disclose those activities.

Use of District Property

Personal property acquired by the district is intended for use by employees of the district within the scope of their employment. Use of school property, including, but not limited to, teaching materials, computer software and hardware, electronic equipment, and other equipment, outside of the scope of the employee's employment is prohibited without the express written consent of the superintendent. The district will consider the use of its property without such consent, even if the user intends to return the property to the district, to be willful neglect of duty and grounds for termination of employment.

Contracts and Business Arrangements**1. Contracts with Board Members**

All employees are expected to be aware of the provisions of 70 O.S. §5-124 with respect to prohibited contracts with members of the board of education. No employee shall enter into a contract or business relationship with any member of the board of education without notifying the superintendent in writing. If the superintendent determines that such business relationship or contract violates this or any other provision of law prohibiting such contracts, the superintendent may prohibit the employee from engaging in the proposed activity. Failure of an employee to comply with this provision or the directive of the superintendent shall be considered willful neglect of duty and grounds for termination of employment.

2. Disclosure of Other Contracts and Business Arrangements

In addition to the foregoing, the board of education believes that certain business and contractual arrangements by employees, although not in violation of the foregoing statute, create such a potential for conflict of interest that such contracts or relationships should be disclosed to the superintendent. The following contracts or business relationships shall be disclosed in writing to the superintendent:

CONFLICTS OF INTEREST (cont.)

- A. Any two or more district employees who together enter into any business relationship, including, but not limited to, a partnership, corporation, or lessor/lessee relationship.
- B. Any employee who has a substantial interest, directly or indirectly, in any person or entity that is providing services or sales of equipment or other goods or commodities to the district where such relationship would result in a direct or indirect monetary benefit to the employee.

Any violation of the foregoing reporting requirements will be considered willful neglect of duty and grounds for termination of employment.

3. Contracts or Employment Relationships Between Employees

District employees are not permitted to have other employees do personal errands or work for them during normal employment hours for personal gain.

District employees who hire or use the services of other district employees for personal benefit during times other than normal employment hours should do so in such a manner as to avoid the appearance that the work or employment is being done as a condition of employment or is being done during normal employment hours. Employees who hire or use the services of other employees are encouraged both to enter into such written agreements or keep such documentation as may be necessary to show that this policy is not being violated and to voluntarily disclose such written arrangements to the board of education through the office of the superintendent. Violation of this section will be considered willful neglect of duty and grounds for termination of employment.

4. Other Prohibited Activities

In addition to the foregoing, the board of education prohibits any employee from receiving a monetary benefit as the result of any contract between a non-employee and the district without disclosure to the superintendent and the consent of the superintendent. Any gifts received by any employee that directly or indirectly relate to his or her employment shall be immediately reported to the superintendent. Violation of these rules will be considered willful neglect of duty and grounds for termination of employment. Without limiting the above, examples of activities that would violate this policy include receipt of gifts or money by employees in exchange for favors or other services rendered or arrangements whereby an employee receives a portion of a full or part-time teacher's salary in exchange

CONFLICTS OF INTEREST (cont.)

for promoting such person for employment. All employees should be aware that such activities may constitute a criminal violation of either state or federal law. One of the purposes of this policy is to enable the district to identify in advance any arrangements that may violate the law.

Outside Activities of Full-time Employees

This portion of the policy applies to full-time employees. A full-time employee shall be construed as any teacher, administrator, support employee, or other employee contracted as a full-time employee with the district and shall include all teachers and other employees who are engaged as full-time employees for only a portion of the year because of summer vacation or any other reason.

It is the express policy of the board of education that full-time employees devote their full efforts to their assigned activities during their normal business hours on the campus. Employees are prohibited from engaging in outside business activities or employment while on duty on the campus as such activity can constitute willful neglect of duty and grounds for termination of employment.

CROSS-REFERENCE: Policy DBDA, Restrictions on Dual Employment

Policy GK, Use of School Property

RESTRICTIONS ON DUAL EMPLOYMENT

When a person is hired on a regular, full-time basis, the board considers that it has given that person full-time employment. It therefore expects all such employees to give the responsibilities of their positions in the district precedence over any type of non-school work.

Non-school work done by district staff members is of concern to the board insofar as it may:

1. Prevent the employee from performing assigned responsibilities in an effective manner.
2. Be prejudicial to the employee's effectiveness in the assigned position.
3. Be in conflict of interest.

Therefore, full-time employees of the district will not be permitted to:

1. Perform any duties related to non-school employment during regular working hours or during the additional time that is needed to fulfill the responsibilities of the position held with the district.
2. Use any district facilities, equipment, or materials in performing non-school employment.
3. Perform outside employment which conflicts with the interests of the school district. Any employment which actually or potentially requires the school district to expend time, incur expenses or provide services which normally would not be required under existing standards, procedures or policies of the school district shall constitute employment which conflicts with the interests of the school district.

TEACHER MENTORS PROGRAM

Teacher mentors provide guidance and assistance to the beginning teacher, help acclimate the beginning teacher to the school system, and provide helpful hints regarding teaching strategies and methodology.

Every beginning teacher (zero [0] year's experience as a classroom teacher) employed shall serve under the guidance and assistance of a teacher mentor for a minimum of one (1) school year (180 days) as intended in House Bill 1706. However, no beginning teacher shall serve under the guidance and assistance of a teacher mentor for less than 120 days.

It is the responsibility of the school district to ensure that a mechanism be provided whereby the teacher mentor will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in classroom observation and consultation.

EMPLOYMENT PRACTICES

It is the policy of the Board of Education to take action and provide statutory notification concerning the renewal or nonrenewal of all teachers' contracts prior to the first Monday in June each year.

The district will provide reasonable assurance in writing to support employees that the district intends to employ for the subsequent school year no later than ten days after the effective date of the education appropriation bill or by June 1, whichever is later.

The superintendent shall recommend candidates for administrative, support, and certified positions to the board. The principal(s) shall be consulted on the employment and retention of teachers.

The selection of employees in the Lawton Public School System is based exclusively on merit. The following criteria, as evidenced by the application, personal interview, references and school or teaching experience, are used as guides for the selection of staff:

Training for the position	Character
Experience	Health (mental & physical)
Special abilities or skills	Requirements of the position available
Competencies (personal & professional)	

Assignment is made, unless specifically indicated otherwise, for one school year or the balance of the school year, subject to legal requirements.

Among other requirements for employment, the superintendent shall insure that prospective employees produce legally sufficient documents showing citizenship status. The superintendent may develop rules and regulations governing employment practices.

The employment of any person with this school district shall not be made or excluded on the basis of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage, or for any other reason not related to individual capability to perform in the position for which employed. In accordance with Oklahoma Statutes Title 70, Section 5-113.1, the board of education shall not consider for employment in any capacity a relative within the second degree of consanguinity or affinity of a board member.

CROSS-REFERENCE: Policy DAA, Nondiscrimination**Policy DOAC, Suspension, Demotion, or Termination of Support Personnel****Policy DOCA, Reduction-In-Force, Certified Personnel****Policy DOCB, Reduction-In-Force, Support Personnel**

NOTE: 70 O.S. § 5-138 prohibits a school board from requiring any employee to reside within the boundaries of that school district.

EMPLOYMENT PROCEDURES – CERTIFIED PERSONNEL**Application**

Applicants for positions in the Lawton Public School System should apply on the forms provided by the Human Resources Department. Applications should include complete, accurate responses to all sections of the form.

All certified applications submitted for employment become the sole property of the Lawton Public Schools. The application, references, transcripts, and other information are confidential and will be reviewed only by authorized school personnel.

An applicant's name or other information will not be given to any private business, agency, or institution.

References

When a completed application is returned with the required official transcripts showing the degree conferred, the Human Resources Department will immediately contact all persons listed as supervisors or principals.

Employment Procedure

After the applicant has been interviewed by the Human Resources Department, his/her application will be placed in the active file. When a position appropriate to the background and qualifications of the applicant becomes available, his/her application will be reviewed by the Human Resources Department and the building principal or administrator. If the building administrator selects the applicant for an employment interview, the Human Resources Department will then contact the applicant to arrange an interview. When an opening is filled, remaining applications will be returned to the active file to be considered for subsequent vacancies.

EMPLOYMENT PROCEDURE - SUPPORT PERSONNEL**Selection and Promotion**

Selection or promotion for employees of Lawton Public Schools is based exclusively on merit. The following criteria, as evidenced by the application, personal interview, and references are used as guides for the selection and promotion of staff:

- Training for the position
- Experience
- Special abilities or skills
- Competencies (personal and professional)
- Character
- Requirements of the Position Available

Employment Procedure

The Human Resources Department will review and screen each application for possible interviews. Test scores, previous experience, and references will be used in the review process. Selected applicants will be contacted for an interview. Applicants should not contact principals or supervisors for interviews. Principals/supervisors are not permitted to interview unless you have been selected from the applicant file.

Applicants cannot be considered for a vacancy until the application is complete. An application is complete when test scores and references have been received.

Persons currently employed by Lawton Public Schools must make application with the Human Resources Department prior to the deadline for application cited in the Notice of Vacancy.

Conditions relating to temporary and part-time positions, and testing:

1. Types of positions: This guideline pertains to temporary full-time positions, temporary part-time positions, and regular part-time positions.
2. Temporary Positions
 - A. Positions defined as temporary: Support positions defined or classified as temporary include, but are not limited to, the following:
 1. Cashiers
 2. Sweepers, regardless of the number of hours per day or the number of days per year.

EMPLOYMENT PROCEDURE, SUPPORT PERSONNEL (cont.)

3. Teacher Assistants
 4. I.E.P. Teacher Assistants
 5. Title I Paraprofessionals
 6. Cooks working less than 4 hours per day
 7. Security Guards under 20 hours per week
 8. Temporary summer employment
 9. Any other position less than 4 hours per day
 10. Any other position designated as temporary in nature regardless of the number of hours per day or the number of days per year.
- B. Experience: Up to two years of temporary or full-time substitute employment will qualify for district employment if the employee is hired into a full-time position. [One hundred twenty (120) days equals one year.]
- C. Benefits: Temporary employment does not qualify for district leave benefits, disability insurance benefits, or payment for designated holidays. If an employee works 172 days and six or more hours per day, the employee is entitled to health insurance benefits.
- D. Hours: Hours assigned to temporary employees are subject to change without notice
- E. Due Process: Temporary employment is not subject to district due process provisions for termination or to provisions of the district reduction in force policy.
- F. Advancement: Temporary employees are not eligible for grade advancements in the employee staff development program.
- G. Advertising Temporary Position Vacancies
1. Temporary position under four hours: Temporary positions of less than four (4) hours per day or 20 hours per week will not be required to be advertised within the district. Such positions may be advertised for the purpose of recruiting new applicants.
 2. Other temporary positions four hours and over: Temporary positions of four (4) hours or more will be advertised within the district, unless the position is paid at minimum wage substitute rate and position is for a period of less than 90 days.
- H. Restriction on upgrading temporary positions: Temporary positions will not be eligible to be upgraded to permanent status without advertising, interview, and selection. When such positions are advertised, the person holding the temporary

position may apply for the permanent position, may be transferred administratively to a position similar to the old temporary position, be reduced in hours, or be dismissed.

- I. Testing: Applicants applying for substitute positions will not be required to pass any test. At times, certain temporary positions may require some testing.

Caution: Substitutes and temporary employees are not eligible for regular part-time or full-time positions until they have passed certain tests that are required for a particular position.

**CROSS REFERENCE: Policy DCBB, Advertising and Posting Vacancies
Policy DEAD-R1, Support Personnel Contracts**

MEDICAL EXAMINATIONS

Every employee of the school district must be physically capable of performing the duties for which the employee is hired and/or assigned. Therefore, every employee of this school district is required to furnish a completed medical history form, under oath, to the superintendent's office at such time as employment begins. To verify physical fitness and capability of continuing to perform one's duties, medical examinations may be required of any employee at the discretion of the board of education or its designated officer, on an individual basis. Such examinations shall be at the district's expense.

A drug screening test will be a part of the physical examination for all applicants who are required to take a pre-employment physical examination. All applicants will be notified of this requirement. Any applicant who refuses to take the drug screening test or whose test is positive for the presence of illegal chemical substances will not be considered for employment.

A drug screening test is a part of the physical examination for all employees who are required to have an annual physical examination. These employees will be subject to random drug screening testing after employment.

All drivers of commercial motor vehicles who are required to hold a commercial driver's license (CDL) are subject to Department of Transportation regulations for alcohol and controlled substances testing for persons in safety-sensitive positions and will be tested accordingly.

CROSS-REFERENCE: **Policy DCC, Drug-free Workplace**

NEW TEACHER RESIDENCY PROGRAM

It is the policy of the Board of Education to administer a New Teacher Residency Program for classroom teachers, counselor, librarian or school nurse which shall be approved by the State Board of Education that includes at least one year of mentoring support.

The purpose of the New Teacher Residency Program is to improve the knowledge and skills of the teacher and to address both content skill and methodology and may include a technology component.

The new (resident) teacher shall be assigned a mentor teacher within ten (10) teaching days of the new assignment. Program supports include a minimum of seventy-two (72) hours of observation and consultation. At least two days of the residency requirement will be a New Teacher Orientation.

The residency Program Committee will assist the teacher in all matters concerning classroom management and professional development and meet a minimum of three (3) times during the year for consideration of evaluation for certification purposes only. The committee process follows a six-part sequence that includes observations, committee meeting and recommendation for certification

The mentor teacher shall meet with the resident teacher at least once per month following the program of professional development recommended by the higher education institution member or Board of Education. The school counselor, librarian, or nurse shall meet with the resident mentor at least once per month following a program of professional development recommended by the Board of Education.

All hours of residency must be documented and signed by the resident teacher and approved by the principal or assistant principal.

The Residency Committee will make recommendations to the Board of Education as to whether the resident teacher shall be recommended for a certificate or non-certification.

NOTE: 70 O.S. § 6-195 Residency Program

**NEW TEACHER RESIDENCY COMMITTEE
ASSISTING NEW TEACHERS**

It is the policy of the Board of Education to administer a residency program for teachers which shall be approved by the State Board of Education.

The program, developed in consultation with the teacher education institution, the Oklahoma Commission for Teacher Preparation and the Board of Education shall include a residency committee composed of a:

1. Residency Teacher – Classroom Teacher, or Counselor, Librarian, or School Nurse that is new to the profession or new to the position
2. Mentor Teacher – A teacher with at least two years of experience in the field of the resident teacher selected from a list of volunteers who possesses strong pedagogical and instructional knowledge with commitment to reflective self-growth
3. Principal or Assistant Principal
4. Teacher education representative from higher education or other designee* (Counselor, Librarian, School Nurse)

NOTE: 70 O.S. § 6-195 Residency Program

RECRUITMENT AND SELECTION FOR ADMINISTRATIVE POSITIONS

It is the policy of the Lawton Board of Education to recruit, select, promote, and retain the best qualified personnel for all administrative positions. The district has a policy not to discriminate against any employee on the basis of race, color, religion, sex, age, national origin, handicap, or status as a Vietnam era or disabled veteran.

The following processes and procedures will be used to implement this policy:

When an administrative vacancy is created, the immediate supervisor will reexamine the existing job description and will recommend to the personnel director that the job description remain the same, or will present a revised job description. The administrator will also establish a set of minimum qualifications for the position.

The superintendent or his designee and the immediate supervisor will meet to:

1. Approve the job description and minimum qualifications;
2. Establish a screening and selection committee;
3. Determine how the position will be advertised (posting within the district and advertisement outside of the district);
4. Establish timelines

The Assistant Superintendent of Human Resources will be responsible for posting and/or advertising the position in accordance with district policy.

The Assistant Superintendent of Human Resources will be responsible for:

1. Creating a file for each applicant
2. Notifying applicant of materials that are needed before the file will be activated
3. Notifying applicant when file is complete and time lines established
4. Informing applicant if credentials do not meet the minimum standard qualifications

The Assistant Superintendent of Human Resources will be responsible for convening the screening committee. The screening committee will be responsible for selecting a minimum of five candidates to be interviewed for the position.

The Assistant Superintendent of Human Resources will be responsible for:

1. Orienting the selection committee.
2. Identifying/developing the assessment tools that will be used by the committee;

The Assistant Superintendent of Human Resources or designee will coordinate the complete interview process.

RECRUITMENT AND SELECTION FOR ADMINISTRATIVE POSITIONS (cont.)

The selection committee will make recommendations to the superintendent.

The superintendent will recommend the top candidate to the board of education for their selection.

The board of education may accept or reject the recommendation. If the recommendation is not accepted, the superintendent will be asked to make another recommendation at a future meeting.

Upon acceptance of the recommendation, the Assistant Superintendent of Human Resources will be responsible for informing the candidate of the recommendation and finalizing the necessary paper work.

Upon acceptance of the position, the Assistant Superintendent of Human Resources will be responsible for sending a letter to the other applicants thanking them for their interest in the district and the position and informing them that the position was filled by another candidate.

ADVERTISING AND POSTING VACANCIES

Promotable positions or positions which include additional days or additional pay will be advertised within the district or the building, whichever is appropriate for a minimum of 5 working days. Whenever possible the number of days will be extended to 10 working days.

ADVERTISING AND POSTING VACANCIES REGULATIONS**Positions to be advertised**

Any authorized position which becomes vacant with the exception of those positions listed below, shall be advertised as indicated in these procedures.

Positions Exempt From Advertisement

1. All nonregular part-time, temporary, substitute and student worker positions.
2. Clerk of the board of education.
3. Deputy Clerk of the board of education.
4. Treasurer of the board of education.
5. Assistant Treasurer of the board of education.
6. Positions filled as a result of administrative transfer
7. Encumbrance Clerk
8. Minutes Clerk
9. Activity Fund Custodian
10. Assistant Activity Fund Custodian
11. Designed Impact Aid Officer

An administrative transfer is defined as a change of assignment made necessary either by adjustments related to staffing formulas, or by events or circumstances which make the transfer a more satisfactory assignment. Contracts provide that the superintendent shall have the right to assign the employee to any position within the district, and may from time to time assign or reassign the employee to other positions.

Summary Job Vacancy Listings (Advertisement)

Vacancies shall be online in the Applicant Portal as a vacancy occurs.

The summary vacancy listing will include at a minimum the following information: Name of position, # of contract days, grade level, starting date, deadline for applying. A complete copy of the job description will be included with the posting.

Open Period for Vacancy

Vacancies shall remain open for a minimum of five (5) working days unless an emergency exists. The board reserves the right to withdraw and/or not fill posted vacancies if unforeseen circumstances warrant such action.

Upgrade Position Not Covered

In the event a support position is upgraded and there are no new positions authorized, no vacancy will be deemed to exist. Therefore, the upgrade will not be advertised as a vacancy unless the person filling the original position is no longer employed.

APPLICATIONS AND CREDENTIALS

The following credentials for certified applicants must be on file in the Human Resources Department.

1. A completed employment application form
2. Official transcripts of degrees conferred, bearing the college/university seal, and the date the degree was conferred
3. A copy of the applicant's valid Oklahoma teacher's certificate or license

The following additional credentials must be on file in the Human Resources Department prior to employment:

1. An official Oklahoma State Department of Education record or other record of teaching experience
2. An official copy of DD 214 Form showing military experience
3. An Immigration and Naturalization Service form I-9
4. A W-4 form to be filed within 20 days with the U. S. Bureau of Health and Human Services

EMPLOYMENT, PROMOTION, OR TRANSFER OF RELATIVE

It is the desire of the board of education and the intent of this policy to maintain a healthy organizational climate throughout the district which affords maximum opportunity for advancement and movement through the district but which inhibits the incidence of bias and conflict of interest among personnel.

Where existing circumstances, future transfers, or promotions create a close interpersonal working relationship between related employees, the Board of Education will weigh carefully the balance between the effects of such appointment on the staff and what it believes serves the best interests of the district.

Effective upon adoption, the Lawton Public School District prohibits the employment of any person in a position which would result in the prospective employee being in a position to evaluate a member of his/her immediate family, or being in a position to be evaluated by a member of his/her immediate family. This provision shall apply only to prospective employees new to the Lawton Public Schools.

In the event that existing circumstance, future transfer, or promotion places one member of the immediate family in a supervisory relationship with another member, neither the supervisor nor any employee he/she supervises shall be authorized to conduct a performance evaluation. The superintendent shall designate the administrator who will conduct the evaluation in such cases.

For the purposes of this policy, immediate family is defined as a father, mother, sister, brother, son, daughter, husband, wife, uncle, aunt, niece, nephew, grandparents/grandchildren, or the spouse of any of the preceding members.

CROSS REFERENCE: Policy DK, Assignment of Teachers

DRUG-FREE WORKPLACE

In recognition of the clear danger resulting from drug abuse, and in good faith effort to promote the health, safety, and welfare to employees, students and the community, it is the policy of this school district to provide a drug-free workplace in compliance with the Drug-Free Schools and Communities Act Amendment of 1989 (P.L. 101-226).

This policy will be carried out according to the regulations established by the superintendent.

DRUG-FREE WORKPLACE NOTICE TO EMPLOYEES

This district supports the “Drug-free Workplace Act of 1988” (P.L. 100-690) and all employees must individually certify their understanding of the following conditions of employment and this act:

1. Each employee is hereby notified that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in all workstations in the school district. Such action is prohibited by any employee during that employee’s work hours or in the performance of any duties for the school system.
2. Employees are further notified that as a condition of their employment, they are required to abide by the terms of this policy and that violation of any requirement will result in appropriate disciplinary action, which may include (a) probation, (b) suspension, and/or (c) termination. Employees may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program as approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
3. It shall be the responsibility of the employee to report to the district any and all convictions of a criminal drug statute violation occurring in the workplace no later than five days following such conviction. The district must also notify the federal contracting officer or grant source (if any) within ten days after receiving notification from an employee or otherwise receiving actual notice of such conviction. Appropriate personnel action shall follow such disclosure within 30 days of such notice.
4. Each employee will receive a packet of information that includes:
 - A. The dangers of drug abuse in the workplace;
 - B. The district policy of maintaining a drug-free workplace;
 - C. Available drug counseling, rehabilitation and employee assistance programs;
 - D. Penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

It is a requirement of the board of education that each current employee receive a copy of this policy and that all new applicants receive a copy of this policy upon a conditional offer of employment. This policy statement shall be published in appropriate documents for proper distribution, and shall be posted at a prominent employee access area.

The district must also demonstrate a good faith effort to maintain a drug-free workplace through implementation of paragraphs 1-4, above.

This is to certify that on _____, I received a copy of this policy pertaining to the Drug-Free Schools and Communities Act of 1989, P.L. 101-226, from the Lawton Public Schools Board of Education.

Employee’s Signature

**WORKPLACE DRUG AND ALCOHOL TESTING
(REGULATIONS)**

The board of education may require drug and alcohol testing of all new applicants upon a conditional offer of employment. The refusal of a job applicant who has been offered conditional employment to take the test will be considered as a basis for not employing the applicant. Each case will be reviewed to assure compliance with current regulations of the Americans with Disabilities Act.

The district may request or require an employee to undergo drug and/or alcohol testing as set forth below and when the superintendent is satisfied that there exists a reasonable suspicion that the employee has violated these regulations or any other school policy concerning the use of drugs and/or alcohol.

The district may request or require a district employee to undergo drug and/or alcohol testing as set forth below and when the superintendent is satisfied that there exists a reasonable suspicion that the employee or some other person has sustained a work-related injury or the school district's property has been damaged as a direct result of the employee's use of drugs or alcohol.. When an employee is involved in an accident resulting in the need for medical attention, he/she will submit to a post accident drug and alcohol test.

The district will require school bus drivers, mechanics, maintenance employees, and any employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing prior to employment and on a random selection basis. The superintendent shall ensure that employees who are selected for random testing are selected on a basis that results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected and does not give the district discretion to waive the selection of any employee selected. (See also policy DCCB, DCCB-R, DCCB-R3 and DCCB-P.)

The district will require bus drivers, mechanics, maintenance personnel, and any district employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing during routine employee fitness-for-duty medical examinations. (See also policy DCCB, DCCB-R, DCCB-R3 and DCCB-P.)

The district will require periodic drug and alcohol testing without prior notice of any employee who has tested positively under this policy, who has participated in a drug or alcohol dependency treatment program because of this policy, or an employee who is required to obtain a commercial driver's license (CDL).

All employees subject to this drug and alcohol testing policy will be tested for alcohol, marijuana, cocaine, opiates, amphetamines, phencyclidine and their metabolites and any other drug or combination of drugs currently included in the provisions promulgated by the Oklahoma State Board of Health or as required by federal law.

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS), (cont.)Drug Testing Procedures

1. Samples shall be collected and tested only by individuals deemed qualified by the State Board of Health. Such samples may be collected on the premises of the school district or at a testing facility.
2. Only samples deemed appropriate by the State Board of Health for drug and alcohol testing shall be collected.
3. The collection of samples shall be performed under reasonable and sanitary conditions.
4. Samples shall be collected in sufficient quantity for splitting into two separate specimens, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of challenge of the test results of the main specimen.
5. Samples shall be collected and tested with due regard to the privacy of the individual being tested. In the instances of urinalysis, no representative, agent, or designee of the school district shall directly observe an applicant or employee in the process of producing a urine sample; provided however, collection shall be in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples.
6. Sample collection shall be documented, and the documentation procedures shall include:
 - A. Labeling of samples so as reasonably to preclude the probability of erroneous identification of test results.
 - B. An opportunity for the applicant or employee to provide notification of any information which the applicant or employee considers relevant to the test, including identification of currently or recently used prescription or nonprescription drugs, or other relevant information.
7. Sample collection, storage, and transportation to the testing facility shall be performed so as reasonably to preclude the probability of sample contamination or adulteration.
8. Sample testing shall conform to scientifically accepted analytical methods and procedures. Testing shall include confirmation of any positive test result by gas chromatography, gas chromatography-mass spectroscopy, or an equivalent scientifically accepted method of equal or greater accuracy as approved by the State Board of Health rule, at the cutoff levels as determined by State Board of Health rule, before the result of any test may be used as a basis for refusal to hire a job applicant or any action by an employer pursuant to Section 12 of 40 O.S. 551, et.seq.

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS), (cont.)

9. A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.

Testing Results

The following steps will be taken when an employee's medical exam is positive for the presence of drugs or alcohol:

1. The employee will be notified of the results of the test. The applicant or employee has a right to obtain all information and records relating to that individual's testing.
2. The employee will be advised of the outcome of the drug screening and will be immediately removed from the job assignment.
3. The employee will be given a reasonable opportunity for confidential rebuttal of the results.
4. To continue employment with the district, the employee must develop a written plan for improvement with the employee's supervisor. As an element of every plan for improvement, the employee will be encouraged to voluntarily seek professional assistance and/or participate in an appropriate rehabilitation program. Drug and alcohol dependency evaluation and referral to services for substance abuse counseling, treatment, or rehabilitation shall be provided to the employee.
5. The employee will be suspended until the employee has tested negative on a follow-up drug screening. The follow-up drug screening will be administered no earlier than seven (7) or more than forty-five (45) calendar days following the initial positive drug screening. The physician who administered and interpreted the initial drug screening will make a recommendation to the district as to the amount of time that is appropriate before administering the follow-up drug screening, depending on the type and amount of chemical substance initially detected in the employee's system. The employee may use existing accrued leave during this suspension. If the employee does not have sufficient accrued leave to cover the absence, the leave will be without pay unless prohibited by applicable law. All employees hereby affected by this policy and regulation will be provided appropriate due process procedures.
6. If the follow-up drug screening is negative, the employee may be returned to regular assignment. If the drug screening is positive, procedures for the employee's termination will be implemented in accordance with this policy and the district's employment termination policies.

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS), (cont.)

7. Any employee whose drug screening is positive a second time, regardless of the length of time which has passed since the first positive test, will be recommended to the board for dismissal. Any employee who has once tested positive may be subject to random drug screening sampling for a period of two years, commencing with the employee's return to work, and/or may be recommended for dismissal.

Reasonable Suspicion

To ensure that reasonable suspicion does exist that an employee is under the influence of an illegal chemical substance, or any chemical substance (including alcohol), which impacts the ability of the employee to safely perform the required functions of the position; the following inquiry procedures will be followed:

1. The supervisor will investigate and compile the facts. The supervisor will verbally report the facts to the assistant superintendent of Human Resources.
2. The assistant superintendent of Human Resources will determine whether the facts warrant continued investigation. If it is believed that reasonable suspicion does exist, the assistant superintendent will verbally present the facts to the superintendent.
3. The superintendent will review the facts. If the superintendent believes that reasonable suspicion does exist, the superintendent will notify the employee in writing of the allegations of reasonable suspicion and issue the directive to require the employee to take the drug screening, if appropriate.

Confidentiality

The district shall maintain the results of any drug/alcohol test in confidentiality to the extent possible. The employee who participates in a drug/alcohol test will be provided an opportunity to review and to obtain copies of any information and records pertaining to the drug/alcohol test.

1. The district will maintain all drug and alcohol test results and related information, including, but not limited to, interviews, reports, statements and memoranda, as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the district or in any action involving the individual tests and the district or unless such records are ordered, released pursuant to a valid subpoena or other court order.

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS), (cont.)

2. The records described above and maintained by the district shall be the property of this school district and, upon the request of the applicant or employee tested, shall be made available for inspection and copying to the applicant or employee. The district will not release such records to any person other than the applicant, employee, or the district's review officer, unless the applicant or employee has expressly granted permission in writing, following receipt of the test results, for the district to release such records or pursuant to a valid court order.
3. A testing facility, or any agent, representative or designee of the facility, or any review officer, shall not disclose to the district, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information relating to:
 - A. The general health, pregnancy or other physical or mental condition of the applicant or employee; or
 - B. The presence of any drug other than the drugs or their metabolites that the district requested be identified and for which a medically acceptable explanation of the positive result, other than the use of drugs, has not been forthcoming from the applicant or employee.

Provided, however, a testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon his/her request.

Other Provisions

Drug/alcohol tests required pursuant to this policy will be conducted during, prior to, or immediately after the regular work period for current employees and shall be deemed work time for purposes of compensation and benefits for current employees.

The school district shall pay all costs of testing for drugs or alcohol including any school requested confirmation tests and the costs of transportation to the drug/alcohol test site. Any individual who requests a retest of a sample in order to challenge the results of a positive test shall pay all costs of the retest, unless the retest reverses the findings of the challenged positive test in which case the school district shall reimburse the individual for the costs of the retest.

A copy of this policy shall be posted in a prominent employee access area and shall be provided to each job applicant upon the applicant's receipt of a conditional offer of employment.

Any employee or applicant for employment who refuses to undergo drug or alcohol testing conducted in accordance with board policy and these regulations may be disciplined up to and including termination of employment. An employee discharged on the basis of a refusal to undergo drug or alcohol testing or a confirmed positive drug or alcohol test conducted in

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS), (cont.)

accordance with the provisions of the Standards for Workplace Drug and Alcohol Testing Act shall be considered to have been discharged for misconduct and shall be disqualified for unemployment compensation.

REFERENCE: 40 O.S. §2-406A
40 O.S. §551, et seq.

DRUG AND ALCOHOL TESTING PROGRAM

The Board of Education, with the intent that all school bus drivers and other employees who have a commercial driver's license are required to take an annual physical examination for the purpose of transporting students, hereinafter referred to as "drivers", have notice and knowledge of the ramifications concerning alcohol and illegal chemical substance use, purchase, sale or distribution when the driver is on duty or on school property; does hereby adopt the following policy on drug and alcohol testing.

The safety of students and drivers of the school district is of paramount concern to the school board. Drivers who are under the influence of alcohol or an illegal chemical substance when the driver is on duty or on school property pose serious safety risks to students and other employees.

The use of alcohol and illegal chemical substances has a direct and adverse effect on the safety, personal health, attendance, productivity and quality of work of all drivers and the safety of all students.

Recent scientific studies demonstrate that the use of alcohol and illegal chemical substances reduces a driver's ability to perform his/her job beyond the time period of immediate consumption or use.

As a part of this policy in which drivers may be referred to third-party providers who will provide the driver, at the driver's expense, a confidential drug and alcohol dependency evaluation and referral service for substance abuse counseling, treatment or rehabilitation. The board encourages drivers who have chemical dependency problems to seek professional assistance.

Due to the devastating impact that the use of alcohol and illegal chemical substances can have on the safety of students and drivers and their adverse affect on a driver's ability to perform the driver's job, the board will not tolerate drivers who use, possess, distribute, purchase, sell or are under the influence of alcohol or illegal chemical substances when on duty or while on school property.

The policy will apply to all school bus drivers and other employees who have a commercial driver's license who are required to take an annual physical examination for the purpose of transporting students. Violation of this policy will subject the driver to disciplinary action, including termination.

REFERENCE: 40 O.S. §551, et seq.

**DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS,
PROCEDURES**

Any alcohol or drug use test administered under the terms of this Policy will be administered by or at the direction of a professional laboratory licensed by the Oklahoma State Department of Health and using scientifically validated toxicological methods that comply with rules promulgated by the State Department of Health. The professional laboratory shall be required to have detailed written specifications to assure chain of custody of the samples, proper labeling, proper laboratory control and scientific testing. All aspects of the alcohol and drug use testing program, including the taking of samples, will be conducted so as to safeguard the personal and privacy rights of drivers and applicants for driving positions to the maximum degree possible and shall be conducted under reasonable sanitary conditions. The test sample shall be obtained in a manner which minimizes its intrusiveness.

In the case of urine samples, the samples must be collected in a restroom or other private facility behind a closed stall; a sample shall be collected in sufficient quantity for splitting into two (2) separate samples, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of a challenge of the test results of the main sample; the test monitor shall not observe any driver or applicant for a driving position while the sample is being produced, but the test monitor may be present outside the stall to listen for the normal sounds of urination in order to guard against tampered samples and to insure an accurate chain of custody; and the test monitor may verify the normal warmth and appearance of the sample. If at any time during the testing procedure the test monitor has reason to believe or suspect that an driver/applicant is tampering with the sample, the test monitor may stop the procedure and inform the test coordinator. The test monitor shall be of the same gender as the driver/applicant giving the sample.

The test monitor shall give each driver or applicant for a driving position a form on which the driver or applicant may, but shall not be required to, list any medications he has taken or any other legitimate reasons for his having been in recent contact with alcohol or illegal chemical substances.

If the initial drug use test is positive for the presence of an illegal chemical substance or the metabolites thereof, the initial test result will be subject to confirmation by a second and different test of the same sample. The second test will use the gas chromatography/mass spectroscopy technique or an equivalent scientifically accepted method of equal or greater accuracy as approved by rules of the State Board of Health, at the cutoff levels determined by Board rules. An applicant will not be denied employment or a driver will not be subject to disciplinary procedures unless the second test is positive for the presence of illegal chemical substances or the metabolites thereof.

**DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, PROCEDURES
(cont.)**

If an initial alcohol use test is positive for the presence of alcohol, the initial test result will be subject to confirmation by a second and different test of the sample using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by Board rules.

Upon written request, the applicant for employment or the driver will be furnished with a free copy of all test results performed under this Policy. All test records and results will be confidential and kept in files separate from the driver's or applicant's personnel records. Any applicant for employment or driver who is subject to disciplinary action as a result of being under the influence of alcohol or an illegal chemical substance, as and for an appeal procedure, will be given a reasonable opportunity, in confidence, to explain or rebut the alcohol or drug use test results. If the applicant or driver asserts that the positive test results are caused by other than consumption of alcohol or an illegal chemical substance by the applicant or driver, then the applicant or driver will be given an opportunity to present evidence that the positive test result was produced by other than consumption of alcohol or an illegal chemical substance. The School District will rely on the opinion of the District's laboratory which performed the tests in determining whether the positive test result was produced by other than consumption of alcohol or an illegal chemical substance.

In the case of drug use testing, the driver or applicant will have a right to have a second gas chromatography mass spectroscopy test performed on the same test sample at the expense of the driver or applicant. In the case of alcohol testing, the driver or applicant will have a right to have a second test performed on the same test sample using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by Board rules. The request for the second test must be made within thirty (30) days after the date the positive test result is communicated to the driver or applicant and subject to the approval by the School District consulting laboratory that (a) the facility selected by the applicant or driver for the second test meets the qualifications required for a testing facility under the Oklahoma Standards for Workplace Drug and Alcohol Testing Act and (b) the testing methodology used by the facility selected by the driver or applicant conforms to scientifically accepted analytical methods and procedures, including the cutoff levels, as determined by the State Board of Health. If the retest reverses the findings of the challenged positive result, then the School District will reimburse the driver or employee for the costs of the retest. A proper chain of custody shall be maintained at all times in transmitting the sample to and from a second laboratory.

**DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, PROCEDURES
(cont.)**

The laboratory reports and results of alcohol and drug use testing will be maintained on a confidential basis except as otherwise required by law. The laboratory performing an alcohol or drug use test for the School District will not report on or disclose to the School District any physical or mental condition affecting a driver or applicant which may be discovered in the examination of a sample other than the presence of alcohol or illegal chemicals, substances, or the metabolites thereof. The use of samples to test for any other substances will not be permitted.

REFERENCE: 40 O.S. §559

DRUG AND ALCOHOL TESTING PROGRAM FOR BUS DRIVERS AND DRIVER APPLICANTS REGULATIONS

Definitions

Illegal chemical substance means any substance which an individual may not sell, possess, use, distribute purchase under either Federal or Oklahoma law. "Illegal chemical substance" includes, but is not limited to scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substances Act, all prescription drugs obtained without authorization and all prescribed drugs and over the counter drugs being used for abusive purpose. By way of example only, the drugs which will be tested for are: amphetamines, cannabis cocaine, phencyclidine (PCP), hallucinogens, methaqualone, opiates, barbiturates, benzodiazepines, synthetic narcotics, designer drugs or any metabolite of any of these substances.

Alcohol means ethyl alcohol or ethanol.

Under the influence means any driver of the School District or applicant for employment as a driver with School District who has any alcohol or illegal chemical substance or the metabolites thereof present in the person's body in any amount which is considered to be 'positive' for such alcohol or drug or drug metabolites using any scientifically substantiated alcohol or drug use screen test and alcohol or drug use confirm test.

Positive when referring to an alcohol or drug use test administered under this Policy means a toxicological result which is considered to demonstrate the presence of alcohol or an illegal chemical substance or the metabolites thereof using the cutoff standards or levels determined by the State Board of Health or in the absence of such State Board cutoff levels, the cutoff levels customarily established by the testing laboratory administering alcohol or drug use test.

School property means any property owned, leased or rented by the School District, including but not limited school buildings, parking lots, and motor vehicles.

Drug or alcohol use test means a chemical test administered for the purpose of determining the presence or absence of alcohol or illegal chemical substances or the metabolites in a person's blood, bodily tissue, fluid products, urine, breath, or hair.

On duty means any time during which a driver is acting in an official capacity for the School District or perform tasks within the driver's job description, including the taking of an annual physical examination.

**DRUG AND ALCOHOL TESTING PROGRAM
BUS DRIVERS AND DRIVER APPLICANTS (cont.)**

Reasonable suspicion means a belief that a driver is using or has used alcohol or drugs in violation of this Policy drawn from specific, objective, and articulable facts and reasonable inferences drawn from those facts in the light of experience, and may be based upon, among other things:

1. Observable phenomena, such as:
 - A. The physical symptoms or manifestations of being under the influence of alcohol or a drug while at work or on duty, or
 - B. The direct observation of alcohol or drug use while at work or on duty;
2. A report of drug or alcohol use while at work or on duty, provided by reliable and credible sources and which has been independently corroborated;
3. Evidence that an individual has tampered with an alcohol or drug test during his employment with the School District; or
4. Evidence that a driver is involved in the use, possession, sale, solicitation, or transfer of alcohol or drugs while on duty or while on the School District's premises or operating the School District's vehicles, machinery, or equipment.

Driver means all school bus drivers and other employees who have a commercial driver's license and who are required to take an annual physical examination for the purpose of transporting students.

To the extent not specifically defined herein, the definition of any term, word or phrase found in this Policy shall be as set forth in the Oklahoma Standards for Workplace Drug and Alcohol Testing Act.

DRUG AND ALCOHOL TESTING PROGRAM BUS DRIVER WHEN REQUIRED

As Part of Annual Physical

Drivers will be required to submit to alcohol and/or drug use testing as a required part of an annual physical examination. Each driver who is to be tested for alcohol or illegal chemical substances as a part of an annual physical examination will be given at least thirty (30) calendar days' notice of the date of his physical examination and attendant alcohol or drug use test. The annual physical examination shall be deemed "work time" for purposes of compensation and benefits.

Due to Suspicious Behavior

Any driver whose behavior while on duty creates a reasonable individualized suspicion that the driver is under the influence of alcohol or an illegal chemical substance will be required to take an alcohol and/or drug use test.

Following an Accident

As soon as practical during the eight (8) hours following an accident involving a school-owned vehicle, the district shall test the driver for the presence of alcohol and illegal chemical substances. Post-accident testing will be required if (a) there is a fatality, and/or (b) one or more persons requires medical treatment away from the accident scene, and/or (c) one of the vehicles must be towed from the scene, and/or (d) the driver receives a citation arising from the accident. If the test is not administered within two (2) hours following the accident, the school district must prepare and maintain on file a record stating why the test was not promptly administered. After eight (8) hours has passed, the district must cease attempts to administer the test and record why the district was unable to administer the test. A driver who is subject to post-accident testing who leaves the scene of the accident without a valid reason prior to submission to such test may be deemed by the district to have refused to submit to testing. Nothing in this subsection shall be construed to require a delay of necessary medical attention for injured persons or the seeking of assistance in responding to the accident. The district shall provide drivers with necessary post-accident information, procedures, and instruction prior to the driver operating a vehicle, so that drivers will be able to comply with the requirements of this section.

Random Drug Testing

Random drug use and/or alcohol testing of drivers will be conducted on a random selection basis. The term "random selection basis" provides a mechanism for selecting drivers for alcohol and/or drug testing that:

1. Results in an equal probability that any driver from a group of drivers subject to the selection mechanism will be selected; and
2. Does not give the School District discretion to waive the selection of any driver selected under the mechanism.

**DRUG AND ALCOHOL TESTING PROGRAM BUS DRIVER - WHEN REQUIRED
(cont.)**

Following a confirmed positive test or following participation in an alcohol or drug dependency treatment program under any benefit plan or at the request of the School District, the School District may request or require a driver to undergo alcohol or drug testing without prior notice for a period of up to two years, commencing with the driver's return to work.

Any driver who refuses to take an alcohol or drug use test when so required under the provisions of this Policy will be deemed to have committed an act of insubordination or willful neglect of duty which will be the basis for disciplinary action, including termination.

Driver Use, Sale, Possession, Distribution Purchase or Being Under the Influence of Alcohol or Illegal Chemical Substance

Any driver who possesses, uses, distributes, purchases, sells, or is confirmed by alcohol or drug use tests to be under the influence (as defined by this Policy) of alcohol or an illegal chemical substance while on duty, while on school property, or as a result of alcohol or drug use test conducted under this Policy will be subject to disciplinary action, including termination.

Alcohol and Drug Use Tests of Applicants for Employment As Drivers -- When Required

All applicants for employment as drivers will be required to submit to alcohol and/or drug use testing after a conditional offer of employment has been made to the applicant. All applicants will be notified that alcohol and/or drug use testing will occur if they are offered a conditional offer of employment. Any applicant who refuses to submit to an alcohol or drug use test after a conditional offer of employment will not be hired.

Applicants Under the Influence of Alcohol or an Illegal Chemical Substance

Any applicant for employment as a driver who is confirmed by alcohol or drug use tests to be under the influence (as defined by this Policy) of alcohol or an illegal chemical substance will not be hired.

Person Authorized to Order Alcohol or Drug Testing

The following persons have the authority to require alcohol or drug use testing of drivers under this Policy:

1. The Superintendent of Schools;
2. Any employee designated for such purposes by the Superintendent or the School Board.

Circulation of Policy

This Policy shall be given broad circulation to all drivers of the School District, which shall include prominent posting at various places in the School District. Each driver shall be given a

**DRUG AND ALCOHOL TESTING PROGRAM BUS DRIVER - WHEN REQUIRED
(cont.)**

copy of this Policy at the beginning of each school year and each applicant shall be given a copy of this Policy upon the tender of a conditional offer of employment.

The Standards for Workplace Drug and Alcohol Testing Act

This Policy is subject to and supplemented by the Standards for Workplace Drug and Alcohol Testing Act (the "Act"). To the extent that any provision of this Policy is in contravention to the Act, then the Act shall control. This Policy shall be interpreted by the Board of Education of the School District and its employees consistent with the Act.

EMPLOYMENT OF SUPPORT PERSONNEL**Application for Employees New to the District**

Applicants for support personnel positions in the Lawton Public Schools should register with the Human Resources Department of the Lawton Public Schools at John Shoemaker Education Center, 753 NW Fort Sill Boulevard. The office hours are 8 a.m. to 4:30 p.m. Monday through Friday.

Applicants for instruction related, technical, secretarial, clerical, managerial or supervisory positions in any support area must be high school graduates or have earned a GED. Applicants for custodial, maintenance, food services and transportation positions are eligible for employment without being a high school graduate or having earned a GED. Employees not having earned a high school diploma or GED shall be required to take the Test of Adult Basic Education (TABE). Any applicant employed without a high school diploma or GED shall remain at grade 3 without eligibility to advance through the Support Personnel Professional Growth Incentive Program until that individual has completed the requirements for a high school diploma or GED. Upon receipt of a diploma or GED and with satisfactory evaluations, the employee will be placed at the appropriate position on the salary schedule.

All applications submitted become the sole property of the Lawton Public Schools. References, and other information are confidential and will be reviewed only by officials of the Human Resources Department and appropriate, authorized school supervisory personnel.

REQUIRED TESTS FOR APPLICANTS NEW TO THE DISTRICT

It is a policy of the board of education that every applicant for employment in instructional positions secretary positions, and supervisory positions must provide proof of high school completion. This may be a high school diploma or transcript, college transcript, GED, or a military form DD214.

As part of the application process, pre-employment tests are required for positions. Those positions are:

District Secretaries:

Applicants must provide a typing tests of 40/50 wpm at the time application is filed.

Teacher Assistants:

Applicants must have 48 college credits or provide a paraprofessional certificate.

Food Service:

No tests are required, however applicants must hold a valid Food Handler's Permit, available through Lawton City Hall.

Custodians/Maintenance:

No test is required. Specific experience requirements will be given with the vacancy announcements.

Bus Drivers/Monitors/Mechanics:

Applicants will be required to hold or be able to obtain a valid commercial driver's license. They will be required to pass the State Department of Education School Bus Driver Certification Test given at the LPS Transportation Center and must be CPR certified. Applicants are required to submit to drug and alcohol screening.

Part-Time Temporary Applicants:

All applicants are exempt from pre-employment testing unless application is made for regular district employment.

**CROSS REFERENCE: POLICY DC-P2
 POLICY DEAD-R1
 POLICY DCD**

AUTHORIZED POSITIONS FOR SUPPORT PERSONNEL

ADMINISTRATORS

	Beginning Grade	Hrs/Day	Cont Days
CHIEF FINANCIAL OFFICER	teacher pay + extra duty	8	260
DIRECTOR OF DATA CENTER	teacher pay + extra duty	8	260
DIRECTOR OF HUMAN RESOURCES	teacher pay + extra duty	8	260
DIRECTOR OF INFORMATION TECH	teacher pay + extra duty	8	260
DIRECTOR OF MAINTENANCE	teacher pay + extra duty	8	260
DIRECTOR OF MEDIA OPERATIONS	teacher pay + extra duty	8	260
DIRECTOR OF PAYMENT	teacher pay + extra duty	8	260
DIRECTOR OF TRANSPORTATION	teacher pay + extra duty	8	260
LPS CHIEF OF POLICE	annual	8	260
SPECIALIST	teacher pay + extra duty	8	260

INSTRUCTIONAL SUPPORT

	Beginning Grade	Hrs/Day	Cont Days
CAREER ADVISOR	annual	7	186
INDIAN EDUCATION COORD.	08	8	206
LIBRARY ASST	03	7	192
PARENT INVOLVEMENT COORD,T-I	\$8 /hour	5.50	172
PERSONAL CARE ASSISTANT	01	6 - 7	192
SPEC ED CLASS ASSISTANT	01	7	172
SPEC ED JOB COACH	03	7	192
SPEC ED TCH ASST,EHA-B	03	7	192
SPEC ED TCHR ASST	03	7	192
TEACHER ASSISTANT, BEHAVIOR DISORDER	03	7	192
TEACHER ASSISTANT, BILINGUAL,ELEM.	03	7	192
TEACHER ASSISTANT, CLASS SIZE 6HR	\$8 /hour	5.75	172
TEACHER ASSISTANT, GEN FUND	03	7	192
TEACHER ASSISTANT, PRE-K	01	6 – 6.5	172
TEACHER ASSISTANT, T-I,PART-TIME	\$8 /hour	5.50	172
TITLE I TEACHER TRAINER	\$8 /hour	5	172
TITLE VI TUTOR	07	6	192

SECRETARIAL/CLERICAL STAFF

	Beginning Grade	Hrs/Day	Cont Days
ACCOUNT PAYABLE MANAGER	11 + extra duty	8	260
ADMIN. ASSIST. TO ASSISTANT SUPERINTENDENT	06 + extra duty	8	260
ADMINISTRATIVE ASSISTANT, SUPPORT	07 + extra duty	8	260
BENEFITS COORDINATOR	11 + extra duty	8	260
CLERICAL ASSISTANT, 12 MON	05	8	260
CLERICAL ASSISTANT, PART-TIME	\$8 /hour	4	172
EXEC. ASSIST. TO SUPT/BOE	12 + extra duty	8	260
FINANCE MANAGER	06	8	260

LAWTON BOARD OF EDUCATION**DCDA**

PURCHASING MANAGER	11 + extra duty	8	260
SECRETARY, DISTRICT, 10 MONTHS	05	8	214
SECRETARY, DISTRICT, 12 MONTHS	06	8	260
SECRETARY, ELEMENTARY, 10 MONTHS	05	8	214
SECRETARY, SECONDARY, 10 MONTHS	05	8	214
SECRETARY, SECONDARY, 12 MONTHS	05	8	260
SECRETARY, SECONDARY, OFFICE MANAGER	07	8	260
TITLE I ATTENDANCE CLERK	\$8 /hour	4	172

FOOD SERVICE STAFF	Beginning Grade	Hrs/Day	Cont Days
CAFETERIA MANAGER, ELEMENTARY	06	6.75	193
CAFETERIA MANAGER, SECONDARY	11	7.75	193
CAFETERIA WORKER, FULL TIME	03	6 - 6.75	193
CAFETERIA WORKER, PART-TIME	\$8 /hour	3 - 5	172
CASHIER ELEMENTARY	01	6	193
FOOD SERVICE WAREHOUSE, DELIVERY	04	8	260

MAINTENANCE STAFF	Beginning Grade	Hrs/Day	Cont Days
A/C REF. REPAIRMAN	10	8	260
CARPENTER	04	8	260
CARPENTER SUPERVISOR	11	8	260
ELECTRICIAN APPRENTICE	05	8	260
ELECTRICIAN SUPERVISOR	annual	8	260
ENERGY/SAFETY COORDINATOR	annual	8	260
HEAVY EQUIPMENT OPERATOR	05	8	260
HVAC/PLUMBING SUPERVISOR	annual	8	260
JOURNEYMAN	28	8	260
LANDSCAPE WORKER	03	8	260
LANDSCAPE WORKER - CREW LEADER	08	8	260
LOCKS/CLOCKS/FIRE ALARMS SUPERVISOR	10	8	260
MAINTENANCE ENGINEER SUPERVISOR	09	8	260
MAINTENANCE PROJECT SUPERVISOR	annual	8	260
MAINTENANCE ENGINEERS	04	8	260
PAINT SUPERVISOR	11	8	260
PAINTER	04	8	260
PLUMBER ASSISTANT SUPERVISOR	09	8	260
PLUMBER APPRENTICE	07	8	260
PLUMBER SUPERVISOR	14	8	260
WELDER	07	8	260

CUSTODIAL STAFF	Beginning Grade	Hrs/Day	Cont Days
CUSTODIAN, BOE, HEAD	09	8	260
CUSTODIAN, DISTRICT SUPERVISOR	annual	8	260

LAWTON BOARD OF EDUCATION**DCDA**

CUSTODIAN, ELEMENTARY, CREW LEADER	04	8	260
CUSTODIAN, ELEMENTARY, HEAD	05	8	260
CUSTODIAN, MIDDLE SCHOOL, CAFÉ, 10MO	minimum wage	2	172
CUSTODIAN, MIDDLE SCHOOL, FIRST ASSISTANT	06	8	260
CUSTODIAN, MIDDLE SCHOOL, HEAD	12	8	260
CUSTODIAN, MIDDLE SCHOOL, NIGHT SUPERVISOR	06	8	260
CUSTODIAN, REGULAR	03	8	260
CUSTODIAN, SECONDARY, CAFETERIA	03	8	260
CUSTODIAN, SENIOR HIGH, FIRST ASSISTANT	06	8	260
CUSTODIAN, SENIOR HIGH, HEAD	14	8	260
CUSTODIAN, SENIOR HIGH, NIGHT SUPERVISOR	06	8	260
FREEDOM ELEM HEAD CUSTODIAN	09	8	260
SWEEPER PART-TIME	\$8/hour	3-5	260

TRANSPORTATION STAFF

	Beginning Grade	Hrs/Day	Cont Days
BUS DRIVER	03	6-8	194
BUS DRIVER, ACTIVITY TRIPS	\$8/hour	varies	as need
BUS DRIVER, STAFF ROUTE DRIVER	\$18/route	varies	172
BUS MONITOR	01	6-8	194
HEAD MECHANIC	11	8	260
LEAD DRIVER TRAINER	05	8	260
LUBRICATION ATTENDANT	03	8	260
MECHANIC	10	8	260
SENIOR BUS DRIVER	05	8	260
TRANSPORATION SUPERVISOR	annual	8	212

MEDIA CENTER STAFF

	Beginning Grade	Hrs/Day	Cont Days
AV REPAIR AND MAINT, HEAD	12	8	260
COMPUTER PROGRAMMER	teacher pay + extra duty	8	260
COMPUTER TECHNICIAN	12	8	260
DIGITAL PRINT SHOP OPERATOR	04	8	260
EDUC TECH. TRAINER/INSTALLER	12	8	260
INFORMATION TECHNOLOGY ASST.	teacher pay + extra duty	8	260
INFORMATION TECHNOLOGY DIR.	teacher pay + extra duty	8	260
INST DEL AND BOOK	04	8	260
INSTRUCTIONAL SUPPLY	08	8	260
LEAD COMPUTER TECHNICIAN	12	8	260
MEDIA OPERATIONS DIRECTOR	teacher pay + extra duty	8	260
MULTIMEDIA SPECIALIST	14	8	260
NETWORK ADMINISTRATOR	teacher pay + extra duty	8	260
NETWORK TECH	12	8	260
PRINT SHOP MGR/GRAPHIC ARTIST	06	8	260

LAWTON BOARD OF EDUCATION**DCDA**

SPECIALIST	teacher pay + extra duty	8	260
STUDENT DATA ADMINISTRATOR	06 + extra duty	8	260
VIDEO PRODUCTION MANAGER	teacher pay + extra duty	8	260
OTHER SUPPORT POSITIONS	Beginning Grade	Hrs/Day	Cont Days
ATHLETIC TRAINER	annual	8	195
BD/ED CRISIS INTERVENTION SPECIALIST	annual	7	192
BI/BD MANAGEMENT SPECIALIST	annual salary	7	192
CAMPUS POLICE	\$16.35 per hour	8	192
CAMPUS POLICE FIELD SUPERVISOR	\$18.85 per hour	8	192
DEAF ED ASSISTANT	deaf interpreter salary scale	7	192
DEAF INTERPRETER	deaf interpreter salary scale	7	192
DRS WORKSTUDY	minimum wage	2	172
HOPE PROGRAM FACILITATOR	teacher salary	7	186
LICENSED BEHAVIORAL COUNSELOR	teacher salary scale + extra duty	7	180
LICENSED PROFESSIONAL COUNSELOR	teacher salary scale + extra duty	6	180
MUSIC ACCOMPANIST	5 + extra duty	6	172
MUSIC ACCOMPANIST, PART-TIME	\$15 per hour	varies	varies
CROSSING GUARD	\$8 per hour	1.5 - 4	172
NURSE ASSISTANT	\$8 /hour	5	172
NURSE ASSISTANT, CERTIFIED	1	6.5	192
NURSE, LPN	15	8	204
OCCUPATIONAL THERAPIST, ASSISTANT (COTA)	teacher salary scale	8	192
OCCUPATIONAL THERAPIST/NON-CERTIFIED	SPED teacher salary + extra duty	7	180
PHYSICAL THERAPIST ASSISTANT	teacher salary scale	7	192
PHYSICAL THERAPIST/NON-CERT	SPED teacher salary + extra duty	7	180
SCHOOL PHYSICIAN	annual	contracted	260
SPEECH PATH ASSISTANT	teacher salary	8	180
JROTC INSTRUCTOR/NON-CERTIFIED	based on rank	8	260
X-TENDED TIME DIRECTOR	\$18.50 per hour	2 – 3.75	172
X-TENDED TIME WORKER	\$8 /hour	3	172

***“Days Worked” will be dependent upon the number of Contract Days on the ‘WORK SCHEDULE’ for the current school year and will vary from year to year.**

**RETURNING TO EMPLOYMENT
SUPPORT EMPLOYEES**

1. From Leave of Absence Without Pay. – A support employee returning to full time employment with the Lawton Public Schools following a leave of absence under the terms of board of education policy shall be reinstated in service without loss of professional or financial status.
2. After an Absence of More than Five Years. – A support employee returning to full time employment with the Lawton Public Schools after more than five years following termination of employment shall not retain experience, leave or other benefits of the previous employment. Provided further that the pay grade for a person returning to employment after an absence of more than five years shall be the beginning of the grade range for the new position.
3. After an Absence of Five Years or Less. - A support employee returning to full time employment with the Lawton Public Schools after an absence of five years or less shall retain experience, leave or other benefits of previous employment. The pay grade for a person returning after an absence of five years or less shall be the former grade or the middle of the new position grade range, which ever is lower.

**Cross Reference: Policy DC, Employment Practices
Policy DECBG, Leave of Absence
Policy DCD, Employment of Support Personnel**

EMPLOYMENT AND COMPENSATION OF ATHLETIC PERSONNEL

It is the policy of the Board of Education to provide quality coaches to all interscholastic athletic teams regardless of gender.

Coaches' salaries are based on the nature and depth of the assignment including the number of competitions and the length of the season. These salaries are set forth in the extra duty pay schedule and are equitable for coaches of male and female sports.

Cross Reference: Policy DO, Termination, Certified Teacher

REMOVED FROM POLICY

RELEASE FROM CONTRACT - CERTIFIED PERSONNEL

If by the first Monday in June each year the Board of Education has not notified a teacher in writing by registered or certified mail that he will not be employed for the ensuing fiscal year, and if no later than fifteen (15) days after the first Monday in June such teacher has not notified the board in writing by registered or certified mail that he does not desire to be reemployed in such school district for the ensuing year, such employment and continuing contract shall be binding on the teacher and on the district.

1. Contracts for employment are offered to eligible personnel during the spring or summer for the ensuing school year. The period of time prior to fifteen (15) days after the first Monday in June is also the designated period for personnel serving continuing contracts to request a termination of the contract in force for the ensuing school year.

The contract of employment is a binding contract and may not be terminated by the employee without written district approval.

2. The employee must submit a written request to the Assistant Superintendent of Human Resources for the termination of a contract; however, the contract will not be terminated unless this is agreed to in writing and approved by the Superintendent and Board of Education. The appropriate termination form should be completed.
3. Consideration for granting the request for termination will depend upon the termination date. The employee should not request a termination date prior to completing the current semester.
4. The employee must schedule a conference with the Assistant Superintendent of Human Resources at least two weeks prior to the requested date of termination.
5. If the Superintendent and the Board of Education do not agree in writing to the termination of a contract, any resignation or other termination of this contract by the employee will result in the district's recommendation to the State Department of Education that the employee's certification be suspended for the remainder of the current term.

REFERENCE: 70 O.S. §6-101

EMPLOYEE RESIGNATIONS

It is the policy of the Board of Education that any employee may submit a written resignation from employment with the school district no later than fifteen (15) days after the first Monday in June.

PAYMENT SCHEDULE

Employees will be paid on the first (1st) day of each month with the following exceptions:

1. Employees working less than five days in their first month of employment will not be paid on the next first of the month. Their first pay will be the first of the following month. (i.e. employee starts to work on January 27 - he/she will not be paid until March 1).
2. A separate payroll will be run on the 10th each month to pay part-time temporary support employees, student workers, substitutes, and any certified employees working in extra part-time programs.

If the 1st day of the month falls on a weekend or holiday, the day of payment will be on the last business day before the 1st day of the month with the exception of January 1. The January pay will be on the first business day following the 1st day of January.

Twelve Month Pay

Employees hired after July 1, 1992 will be paid twelve (12) equal payments.

All persons employed prior to July 1, 1992 in ten (10) month positions, have the option of being paid twelve (12) equal payments. Any change in pay option may be made on July 1st each year. Election to twelve equal payments is irreversible.

Terminating employees who complete the full contract year who select twelve equal payments will be paid off early whether for retirement reasons or general resignation.

Reference: 70 O. S. § 6-106

TEACHER SALARY SCHEDULE

No contract can be awarded for any educational level or degree nor any payroll issued based upon such level or degree until an official transcript from an accredited institution of higher education is filed with the Human Resources Department.

Academic course work leading to a change in educational level or degree will result in a contract change during the first pay period within 30 days of a submitted application and official documentation .

Course work completed at the end of the first semester of a contract year will result in a contract change for the second half of the contract year provided an application and official documentation are filed within sixty (60) days upon the completion of the coursework.

The awarding of back pay for earlier completed course work or degree is not permitted beyond the conditions set forth above.

Bachelor's Degree: Requires official transcript documenting course work and the date the bachelor's degree was awarded.

Bachelor's Plus 16 Hours: Requires application and official transcript documenting the sixteen graduate college credit hours taken after the date the bachelor's degree was awarded.

Master's Degree: Requires official transcript documenting course work and the date the master's degree was awarded. Master's degree must be confirmed on a new certificate before payment can be made.

Bachelor's Plus 48 Hours: Requires application and official transcript documenting a master's degree and forty-eight graduate college credit hours taken after the date the bachelor's degree was awarded.

Bachelor's Plus 64 Hours: Requires application and official transcript documenting a master's degree and sixty-four graduate college credit hours taken after the date the bachelor's degree was awarded.

Doctoral Degree: Requires official transcript documenting course work and the date the doctoral degree was awarded. Doctoral degree must be confirmed on a new certificate before payment can be made.

SUBSTITUTE SALARY SCHEDULE
(SUBJECT TO YEARLY REVIEW)

Substitute teachers will receive the following rates of pay per day:

Certified

1. Oklahoma Certification \$100 per day
2. Out-of-State Certification - \$80 per day

Long Term Special Education Certified

\$135 per day (after OSDE required annual in-service training)

Non-certified

1. 12 college Hours - \$65 per day
2. Long Term Special Education 12 college hours + but non-certified - \$100 per day (after OSDE required annual in-service training)

Support Substitutes

\$ 9.21 per hour for hours worked

Requesting and Assigning Substitutes

Substitutes will be requested by the employee, principal or supervisor. Substitutes will be assigned by the substitute center as arranged for by the principal or supervisor.

*Effective July 1, 2019

CROSS-REFERENCES: Policy DPB Substitute Teachers

COMPENSATION FOR LOST TIME

If an assault on a teacher, administrator, or other school employee results in injuries sustained in the reasonable performance of duties from assault by a pupil, relative of a pupil or person of the pupil's household, or if employee is injured as a result of quelling or attempting to quell or stop a fight, disorder or any disturbance related to a school function or activity which results in loss of work time, the employee shall be paid in full for such lost time. Such paid absence shall not be deducted from sick leave or personal days to which the employee is entitled and shall not exceed the term of the employee's current contract. In return for compensation, the employee shall assign to the district; the right to file suit against the person(s) who assaulted the employee, or their legal guardian(s), for reimbursement of payments made to the employee.

Any employee who suffers job-related injuries which qualify for temporary total disability benefits under the Workers' Compensation Act may, at the option of the employee, use available accumulated sick leave or personal leave on a prorated basis to the extent the injured employee shall receive full wages during the temporary absence. The sum of all temporary total disability payments and any sick leave or personal leave shall in no case combine to exceed 100% of the employee's net pay as it existed prior to injury. Nothing herein shall be construed as to require the school district to pay any amount in excess of the employee's regular wage.

REFERENCE: 70 O. S. § 35F

CROSS REFERENCE: Policy DIAA, Staff Safety, Assaults

FRINGE BENEFITS

The Lawton Board of Education will adopt a district salary schedule for all employees which is recommended by the policy development councils and which provides for salary levels plus fringe benefits for all employees. Programs and carriers are described in the district's cafeteria fringe benefit plan. Teacher retirement contributions are a fringe benefit for employees required to contribute to the retirement plan. Because this is not optional it is not a part of the cafeteria fringe benefit plan. IRS policy permits the following cafeteria fringe benefits:

1. Non-Taxed Options
 - A. Health insurance
 - B. Salary protection insurance
 - C. Group term life insurance, excluding cash value
 - D. Dependent care assistance

Any, all, or none of the amounts authorized for fringe benefits, except certified employee teacher retirement, may be taken from the non-taxed options. The balance of fringe benefits not taken in non-taxed options will be paid as taxable gross wages, item 2 below.

2. Taxed Option
 - A. Cash

Any, all, or none of the amounts authorized for fringe benefits except certified employee teacher retirement may be taken from the cash option. All taxes and contributions are calculated on the cash option.

Employees should review and elect the appropriate options which are desired for fringe benefits at the time of employment and each year thereafter.

Cross Reference: Policy CFEA, Salary Deductions

**SUPPORT PERSONNEL
DISTRICT SALARY SCHEDULE**

This support salary schedule is a continuation of the district's program of providing a career schedule for all support employees. All regular support employees may receive experience increments up to a maximum of the 28th year, and all regular support employees may receive scheduled increases as approved by the Board of Education. These recommendations are developed with the assistance of the Support Personnel Policy Development Council.

New Grades Implemented

With the start of the 1989-90 school year, all regular district support positions are changed from a single pay grade to a range of five grades with the former single grade being at the center of the new range. New employees will be hired at the beginning grade of the range. Advancement for all employees to the next higher grade will require two years district experience, a satisfactory evaluation and completion of staff development training. Employees who have reached the top of their individual grade ranges will continue to advance one step on the salary schedule every four years until he or she retires or resigns.

Substitutes

Substitutes for all categories of support personnel will receive minimum wage as their rate of pay. However, there will be some exceptions made for those substitutes who have previous experience. The personal leave deduction for all categories of support employees will be the amount approved by the board of education each year.

SUPPORT PERSONNEL CONTRACTS

Support employees will be offered either an annual, temporary, special or federally-funded program contract utilizing the following guidelines:

Temporary Contract

Temporary contracts may be used at the discretion of the superintendent of schools in the following circumstances:

1. Persons employed the first year with the district.
2. Persons employed for less than a normal school or work year as defined for that position.
3. Persons employed to fill a temporary leave of absence (duration of need).
4. Persons employed to fill a temporary position (duration of need).
5. Other circumstances deemed appropriate by the superintendent of schools.

These contracts are written for one school year or the balance of one school year only and no expectancy of future employment is implied.

Continuing Employment Contract

After the employee has worked for the district one (1) year under a temporary contract they shall be issued a Continuing Employment Contract. This contract shall renew on the last day of the employee's assigned work schedule for each fiscal year until the employee has received written notice that the contract will not be renewed for the following year. It shall renew from year to year until notice of termination is received or one of the other termination events described in the contract occurs.

Special Contracts

From time-to-time the district experiences a need for employment in specialized or unusual areas. Fractions of days or portions of weeks or services are occasionally needed and require a unique contract to take into account the varied employment circumstances.

Federally-Funded Program Contracts

Contracts for employment in federally-funded programs make clear that district employment is completely dependent upon continuation and availability of federal funds for that program.

SUPPORT PERSONNEL CONTRACT (cont.)**Experience**

Employees who qualify to participate in the Teachers' Retirement System of Oklahoma are entitled to receive experience for work performed. Employees must work at least 120 contractual days and at least six hours per day to qualify for one year of experience. Temporary and substitute employees, who meet the participation requirements of the Teachers' Retirement System guideline above, may gain a maximum of two years district experience when hired in permanent positions of the same or a similar position: work must be performed within the school district immediately preceding their permanent hire date.

Transferring Experience Between Positions

Employees transferring from one job classification to another shall be given credit for all district experience.

District Intent to Employ for Subsequent School Year

Intent to Employ.- HB 1367 requires school districts, no later than ten (10) days after the effective date of the education appropriation bill or June 1, whichever is later, to give reasonable assurance of employment in writing to any support employee that the school intends to employ for the subsequent school year. The reasonable, written assurance of the district's intent to employ cannot be considered a continuing contract because the Oklahoma constitution prohibits the use of continuing employment contracts for employees other than certified personnel.

Intent Not to Employ.- Given the same time requirements described above and excluding those under temporary contract, the superintendent of schools shall be the only person authorized by the board of education to issue a letter of intent not to employ for the following school year. In the event an administrator or supervisor forwards a recommendation not to employ for the following school year, the superintendent shall direct that an inquiry into the circumstances leading to and supporting the recommendation be conducted. The results of the inquiry shall provide the basis for the superintendent's decision to employ or not to employ for the following year.

Hearing Right.- If a support employee has completed a minimum of one full and complete contract year of district experience at the time the employee receives a letter of intent not to employ for the following school year, the employee shall have the right to a due process hearing before the board of education to appeal the superintendent's decision not to employ for the following school year. A request by the employee for a hearing must be submitted

SUPPORT PERSONNEL CONTRACT (cont.)

to the clerk of the board of education not later than ten (10) calendar days after the employee has received notice of intent not to employ. Failure to request a hearing within ten (10) calendar days shall constitute a waiver of the right to a hearing.

WAGES PAID FROM THE ACTIVITY FUND

Wages paid to employees of Lawton Public Schools are considered taxable wages. This includes all wages which are currently being paid through the activity fund for services rendered to the district regardless of their nature.

Because of the need to collect income and social security tax on these wages, payment will be made through the payroll system. The account that is paying for the service will cover the employer matching FICA tax and teachers retirement (if applicable).

To pay wages to employees of Lawton Public Schools using activity fund money, the following procedure should be used:

The REQUEST FOR PAYMENT OF SERVICES DISTRICT EMPLOYEE should be completed and sent to the activity fund custodian. Employees will receive payment through the payroll department on the tenth of the month following completion of services rendered. The form should be sent to activity fund custodian by the end of the month services were completed. The activity fund custodian must have paperwork submitted to payroll department by the last working day of the month so that payment can be made on the tenth of the following month.

Cross Reference: **Policy CFB, Activity Funds Management**
 Policy DE, Salaries and Expenses
 Policy CFEA, Salary Deductions

PERSONNEL VACATIONS

The Board of Education will provide annual vacation with pay to all full-time employees (those employed six or more hours per day) assigned to twelve-month positions. They will accrue vacation time and be entitled to take vacation leave when approved by the immediate supervisor. Certified and support personnel are governed equally by the provisions of this policy.

Rate of Accrual

Employees entitled to accrue vacation who have less than four years of accepted experience with the Lawton Public School District will accrue annual vacation at the rate of one day per month of employment except for the months of July and August each year. Such accrual provides a Maximum of 10 days of vacation each year.

Employees entitled to accrue vacation who are beginning their fifth year of employment with the Lawton Public School District will accrue annual vacation at the rate of one and one-half days per month of employment except for the months July and August each year. Such accrual provides a maximum of 15 days of vacation each year.

Special Accrual

Current employees who are appointed and changed to 12-month positions from 9 or 10-month positions during the period January through June of each school year should accrue 5 days of vacation in addition to normal accumulation, not to exceed a total of 10 days, for that period.

Month of Accrual

For purposes of vacation accrual a month of employment is defined as any month in which an employee spends more than three days on the job or on sick leave, vacation leave, or personal leave.

Accumulation

Employees entitled to accrue vacation who have less than five years experience may accumulate no more than twenty vacation days at any time. Employees entitled to accrue vacation who have five years experience or more may accumulate no more than thirty vacation days at any time. Unused vacation will be carried indefinitely but may not exceed maximum twenty or thirty-day accrual allowed above.

Payment of Unused Vacation at Termination of Employment

Upon retirement or termination of employment, employees having unused vacation leave will be reimbursed at a rate equal to the regular day of pay.

PERSONNEL VACATIONS (cont.)**Reporting Vacation Leave Used**

Record of vacation leave used each month will be reported to the Payroll Department on the appropriate form (optical scanner sheet or monthly time card).

**TERMINATING EMPLOYEES, NEW EMPLOYEES, AND
DESIGNATED HOLIDAYS**

Terminating employees or persons newly employed by the district who are entitled to be paid for designated holidays shall receive payment for those holidays provided the employee is on duty the working days immediately before and after a particular holiday, or the employee produces evidence from a physician that the cause of the absence on those days was illness or injury.

SICK LEAVE

The board of education shall provide sick leave benefits to all certified and full time support employees in order to promote a sense of security and permit an ease of mind that is essential to the satisfactory performance of professional services. The board sets forth the following provisions for administering this policy:

1. For the purposes of this policy, full time support employee is defined as an employee of the school district as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of 172 days, and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district.
2. The superintendent of schools, or his designee, shall be responsible for administering this plan.
3. Employees may be absent from duty due to a personal accidental injury, illness, or pregnancy, or accidental injury, or illness, in the immediate family. "Immediate family" has been defined as spouse, child, stepchild, grandchild, parent, grandparent, sister, brother, niece, nephew, aunt, uncle, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, and son-in-law. Sick leave may be used by both employed parents for the care of natural-born or adopted infants up to the age of six (6) weeks. If an employee is injured as a result of an assault or battery upon the person of the employee while the employee is in the performance of any duties as an education employee, the employee shall be entitled to a leave of absence from employment with the school without a loss of leave benefits.
4. Benefits shall include paid sick leave of ten (10) days per year for employees who have nine and ten month contracts, eleven (11) days per year for employees who have eleven-month contracts and twelve (12) days per year for employees who have twelve-month contracts. One day of sick leave equals the number of hours the employee normally works per day. The right to such sick leave for certified teachers shall be vested on the first contract day. With regards to support personnel sick leave, during the first two years of experience, leave will be earned and accrued on a month-by-month basis. After completing their second consecutive year of employment experience within the district, support staff will receive all of their sick leave on the first worked day of their contractual year. Personnel who are employed later than the first month of the fiscal year will accrue, on the first day of employment, sick leave days equal to the number of months or parts thereof remaining in the fiscal year. Personnel who work less than full time will have their leave prorated according to the number of days in their contracts.

SICK LEAVE (cont.)

5. Unused sick leave shall be cumulative to the total of days in the employee's contract and is transferable to any other school district in Oklahoma. Up to a maximum of sixty days of sick leave earned in another Oklahoma district may be transferred to this district. The sending district must certify sick leave so transferred.
6. Any employee who attempts to take unfair advantage of sick leave benefits shall be subject to dismissal or other disciplinary action as provided by contract and/or state law. Any employee may be required to submit appropriate evidence concerning the cause of his absence in order to qualify for sick leave benefits. With the exception of infant care leave, any period of sick leave exceeding five (5) consecutive working days or ten (10) cumulative days in any given month must be certified in writing by a physician. Appropriate evidence may also be submitted when requested by the principal, immediate supervisor or the superintendent if reasonable cause exists to believe that sick leave benefits are being abused.
7. When a certified employee's accrued sick leave is exhausted and the employee is absent due to personal accidental injury, illness, or pregnancy, the employee shall receive full salary less the amount necessary to pay a substitute for a maximum of twenty (20) days. The amount deducted will be \$60.00 per day for certified personnel. When a support employee is absent, accrued sick leave is exhausted and the absence is due to a personal accidental injury, illness, or pregnancy the employee must submit medical documentation and request approval for extended leave. If approved, the amount deducted will be \$30.00 per day for support personnel.
8. An employee, who claims that he/she is unable to return to work after twenty (20) days of extended sick leave has been exhausted, will be placed on a medical leave of absence not to exceed one year. Should the employee be able to return to work before the medical leave of absence has been exhausted, he/she must provide a doctor's verification that he/she will physically be able to perform assigned duties before the employee will be allowed to return to work. Failure of the employee to return to work after one year on the Medical Leave of Absence may be cause for termination of employment.

An employee returning to full employment with Lawton Public Schools following a leave of absence under the terms of these provisions shall be reinstated in service without loss of professional or financial status.

REFERENCE: 70 O.S. § 6-101.40
70 O.S. § 6-104
70 O.S. § 6-104.1
Atty. Gen. Op. No. 82-159
Atty. Gen. Op. No. 84-12
Atty. Gen. Op. No. 91-632

TYPES OF LEAVE GENERAL INFORMATION

The Board of Education recognizes that district employees must occasionally be absent from work. Therefore, leave time in different categories as required by law will be provided for employees to be absent when necessary. Leave categories will include sick leave, emergency leave, jury duty leave and military leave.

It is also important for district employees to understand that the continuity of education services is best served when the regularly assigned employee is at work. Therefore, employees should use the leaves provided in a prudent and judicious manner. The abuse of leave by employees will not be tolerated and any employee abusing leave policies will be subject to disciplinary action up to and including termination of employment.

Deductions For Unpaid Authorized Absences

If a district employee believes there is a need to be absent from work for any reason not covered in the approved leave policies, the employee may request, in writing, unpaid leave for that purpose from the immediate supervisor.

If unpaid leave is granted by the immediate supervisor, an amount equal to one day's pay will be deducted from the employee's salary for each day of such approved absence.

If an employee is absent without securing approval for an unpaid absence, the employee shall be denied the salary for such absence and will be considered to be engaging in willful neglect of duty and, therefore, subject to disciplinary action up to and including termination of employment.

Requesting Leave

All leave requests are to be presented to the building principal or supervisor for approval, verification, or recommendation. Only requests for professional leave are to be forwarded to the Executive Director of elementary or secondary education for approval.

Recording Leave and Obtaining Supporting Documents

Sick and emergency leave are to be officially recorded at the building site and transmitted to the human resources and payroll departments as directed. Documentation supporting sick leave beyond five consecutive days or ten cumulative days in one month are to be obtained at the school site and forwarded routinely with monthly leave data scanner sheets and time cards.

REFERENCE: 70 O.S.§24-102

CROSS-REFERENCE: Policy DEC – Sick Leave

REQUIREMENT FOR MEDICAL EXAMINATION

The school district shall have the right to require any employee who has been absent or who has been observed to possibly be suffering from injury or illness which affects his/her ability to properly perform their duties, to submit themselves to an independent examination by an appropriately licensed physician or licensed health service psychologist. The school district will provide the employee with a list of at least three appropriately licensed health care professionals and will pay all costs, including travel expenses for out-of-town examinations. The licensed health care professional shall determine the employee's fitness to return to work in a written statement to the school district. The employee shall not be permitted to return to work until said statement is received by the human resources department.

EXTENDED LEAVE REQUEST

(Support Employees Only)

Name of Employee: _____ Date: _____

Dates of Absence: _____

(MUST BE COMPLETED)

When a support employee is absent, accrued sick leave is exhausted and the absence is due to a personal accidental injury, illness, or pregnancy the employee must submit medical documentation and request approval for extended leave. Extended Leave is twenty (20) days of leave for medical reasons per year and will be applied once all other leave is exhausted. If approved, the amount deducted will be \$30.00 per day for support personnel.

PLEASE NOTE: LOSS OF PAY

_____	<input type="checkbox"/> Approved	_____
District Administrator's Signature	<input type="checkbox"/> Denied	Employee Signature

SICK LEAVE ACCUMULATION INCENTIVE PROGRAM

1. Purpose. This policy describes the procedures governing the operation of the district's sick leave incentive program. The program is designed to offer an incentive for all employees to accumulate maximum sick leave by offering a stipend at the time of termination or retirement for not using sick leave.
2. Leave Not Considered Paid For. Stipends issued under this policy are not to be considered as payment for unused sick leave, leave which would be lost for all other subsequent leave purposes
3. Effective Date. This plan becomes effective July 1, 1987, subject to restrictions contained within this policy. Balances of unused sick leave existing on June 30, 1987 are carried forward into the new plan subject to conditions contained within this policy.
4. Sick Leave Incentive Fund Created. The Board of Education hereby establishes a special fund within the Lawton Public Schools to be known as the "Sick Leave Incentive Fund" for the purpose of meeting current and future financial liability incurred under the sick leave accumulation incentive program. Said funds shall be established at the depository bank for all funds of the Lawton Public Schools, and shall be under the direct supervision and control of the board.
5. Program Funding. The Board of Education here authorized the following revenue to fund this incentive program. Such revenue shall be deposited annually in the Sick Leave Incentive Fund:
 - A. \$68,000 annually from the general fund operating budget
 - B. One-half of the annual savings in substitute costs when compared to 1986-87 substitute expenses, not to exceed \$20,000 annually
 - C. Annual interest earnings on the funds deposited in the Sick Leave Incentive Fund.
 - D. Annual reimbursement from district federal programs equal to \$5 per unused sick day per program employee
6. Stipends for Unused Sick Leave. Stipends for unused sick leave will be issued according to the following conditions:
 - A. Any employee authorized to receive sick leave will be eligible for the number of days of accumulated sick leave at the time of termination or retirement according to the following stipend table and restrictions contained within this policy.
 - B. Sick days for incomplete contract years shall not be counted for payment purposes.

SICK LEAVE ACCUMULATION INCENTIVE PROGRAM (cont.)

7. Payout Controls.--The annual payout each year will be limited to the \$68,000 from the Sick Leave Incentive Fund, plus that year's interest earnings, plus one-half the substitute savings for that year not to exceed \$20,000. Should this sum be insufficient to fully fund the payoff, the following alternatives may be considered:

- A. The Board may authorize use of the Sick Leave Incentive Fund reserve, if available, to make up the deficit, or
- B. the Board may use general fund reserve, if available, to make up the deficit, or
- C. the Board may direct a downward prorating of the rates to bring the payoff to within the available funds.

8. Payback for Pre-1987-88 Accumulated Sick Leave. Persons with any sick leave accumulation on June 30, 1987 will have a deduction taken from the normal benefit table calculation equal to \$5.00 multiplied by the number of unused sick days remaining on June 30, 1987.

9. Sick Leave Transferred Into the District by New Employees. No leave transferred into the district from another Oklahoma district will be added into the Sick Leave Accumulation Incentive Program.

10. Initial Phase-In Restriction. In order to prevent unreasonable windfall at the onset of the Sick Leave Incentive Program, the following onetime, phase-in restrictions apply:

- A. Termination/retirement before the end of contract-year 1987-88:
No stipend under this plan will be permitted.
- B. Termination/retirement at the end of contract year 1987-88:
Only one-third (1/3) of the June 30, 1987 unused district sick leave accumulation shall be used.
- C. Termination/retirement at the end of contract year 1988-89:
Only two-thirds (2/3) of the June 30, 1987 unused district sick leave accumulation shall be used.
- D. Termination/retirement at the end of contract year 1989-90:
Full table benefits are paid from the end of the year and beyond.

11. Teacher Retirement and Unused Sick Leave. Stipend for unused sick leave will not reduce the balance of unused sick days (maximum by law of 120 days) which may be used for teacher retirement benefits.

12. Unused Sick Leave Types, Purposes, and Limits. The annual addition of 12 new days of sick leave will be applied to both of the following areas of leave and the use of any sick leave will be subtracted from both areas. Sick leave transferred under state law from other Oklahoma

SICK LEAVE ACCUMULATION INCENTIVE PROGRAM (cont.)

school districts will also be added to both areas, but statutes prohibit stipends for unused sick days so transferred.

- A. Limited. Leave used for illness/absence from work. Such leave is presently limited to a maximum accumulation of one contract year.
- B. Unlimited. Leave used for determining benefits under the Lawton Sick Leave Incentive Program and for reporting unused sick leave to the Oklahoma Teacher Retirement System.
- C. Accumulation is unlimited. Transferred leave remaining at the time of retirement or termination cannot be used in determining incentive stipends.

13. Annual Program Review.--The incentive program will be reviewed annually to determine the following:

- A. The degree of success in reducing the use of sick leave
- B. The financial soundness
- C. Management and bookkeeping problems
- D. The need to revise policy

**Sick Leave Accumulation Incentive Program
Stipend Table**

Cumulative Tier	# of Days	Days at this Rate	Rate Per Day	Tier Max Stipend	Total Cumulative Stipend
8	211-261	50	\$20	\$600	\$3000
7	181-210	30	\$18	\$540	\$2400
6	151-180	30	\$16	\$480	\$1860
5	121-150	30	\$14	\$420	\$1380
4	91-120	30	\$11	\$330	\$960
3	61-90	30	\$9	\$270	\$630
2	31-60	30	\$7	\$210	\$360
1	1-30	30	\$5	\$150	\$150

REFERENCE: O. S. 70 § 6-104

FAMILY MEDICAL LEAVE

The Family and Medical Leave Act (FMLA) entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons. This fact sheet provides general information about which employers are covered by the FMLA, when employees are eligible and entitled to take FMLA leave, and what rules apply when employees take FMLA leave.

COVERED EMPLOYERS

The FMLA only applies to employers that meet certain criteria. A covered employer is a:

- Private-sector employer, with 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including a joint employer or successor in interest to a covered employer;
- Public agency, including a local, state, or Federal government agency, regardless of the number of employees it employs; or
- Public or private elementary or secondary school, regardless of the number of employees it employs.

ELIGIBLE EMPLOYEES

- Only eligible employees are entitled to take FMLA leave. An eligible employee is one who: Works for a covered employer;
- Has worked for the employer for at least 12 months; and
- Has at least 1,250 hours of service for the employer during the 12 month period immediately preceding the leave*.

The 12 months of employment do not have to be consecutive. That means any time previously worked for the same employer (including seasonal work) could, in most cases, be used to meet the 12-month requirement. If the employee has a break in service that lasted seven years or more, the time worked prior to the break will not count unless the break is due to service covered by the Uniformed Services Employment and Reemployment Rights Act (USERRA), or there is a written agreement, including a collective bargaining agreement, outlining the employer's intention to rehire the employee after the break in service. See "FMLA Special Rules for Returning Reservists" .

LEAVE ENTITLEMENT

Eligible employees may take up to 12 workweeks of leave in a 12-month period for one or more of the following reasons:

1. The birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care;
2. To care for a spouse, son, daughter, or parent who has a serious health condition;

FAMILY MEDICAL LEAVE (cont'd)

3. For a serious health condition that makes the employee unable to perform the essential functions of his or her job; or
4. For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

An eligible employee may also take up to 26 workweeks of leave during a "single 12-month period" to care for a covered servicemember with a serious injury or illness, when the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. The "single 12-month period" for military caregiver leave is different from the 12-month period used for other FMLA leave reasons. See Fact Sheets 28F: Qualifying Reasons under the FMLA and 28M: The Military Family Leave Provisions under the FMLA.

Under some circumstances, employees may take FMLA leave on an intermittent or reduced schedule basis. That means an employee may take leave in separate blocks of time or by reducing the time he or she works each day or week for a single qualifying reason. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operations. If FMLA leave is for the birth, adoption, or foster placement of a child, use of intermittent or reduced schedule leave requires the employer's approval.

Under certain conditions, employees may choose, or employers may require employees, to "substitute" (run concurrently) accrued paid leave, such as sick or vacation leave, to cover some or all of the FMLA leave period. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

NOTICE

Employees must comply with their employer's usual and customary requirements for requesting leave and provide enough information for their employer to reasonably determine whether the FMLA may apply to the leave request. Employees generally must request leave 30 days in advance when the need for leave is foreseeable. When the need for leave is foreseeable less than 30 days in advance or is unforeseeable, employees must provide notice as soon as possible and practicable under the circumstances.

When an employee seeks leave for a FMLA-qualifying reason for the first time, the employee need not expressly assert FMLA rights or even mention the FMLA. If an employee later requests additional leave for the same qualifying condition, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave. See Fact Sheet 28E: Employee Notice Requirements under the FMLA .

FAMILY MEDICAL LEAVE (cont'd)

Covered employers must:

1. Post a notice explaining rights and responsibilities under the FMLA. Covered employers may be subject to a civil money penalty for willful failure to post. For current penalty amounts, see www.dol.gov/whd/fmla/applicable_laws.htm;
2. Include information about the FMLA in their employee handbooks or provide information to new employees upon hire;
3. When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA-qualifying reason, provide the employee with notice concerning his or her eligibility for FMLA leave and his or her rights and responsibilities under the FMLA; and
4. Notify employees whether leave is designated as FMLA leave and the amount of leave that will be deducted from the employee's FMLA entitlement.

See Fact Sheet 28D : Employer Notice Requirements under the FMLA

CERTIFICATION

When an employee requests FMLA leave due to his or her own serious health condition or a covered family member's serious health condition, the employer may require certification in support of the leave from a health care provider. An employer may also require second or third medical opinions (at the employer's expense) and periodic recertification of a serious health condition. See Fact Sheet 28G: Certification of a Serious Health Condition under the FMLA. For information on certification requirements for military family leave, See Fact Sheet 28M(c): Qualifying Exigency Leave under the FMLA; Fact Sheet 28M(a): Military Caregiver Leave for a Current Servicemember under the FMLA; and Fact Sheet 28M(b): Military Caregiver Leave for a Veteran under the FMLA.

JOB RESTORATION AND HEALTH BENEFITS

Upon return from FMLA leave, an employee must be restored to his or her original job or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot be counted against the employee under a "no-fault" attendance policy. Employers are also required to continue group health insurance coverage for an employee on FMLA leave under the same terms and conditions as if the employee had not taken leave. See Fact Sheet 28A: Employee Protections under the Family and Medical Leave Act

OTHER PROVISIONS

Special rules apply to employees of local education agencies. Generally, these rules apply to intermittent or reduced schedule FMLA leave or the taking of FMLA leave near the end of a school term.

FAMILY MEDICAL LEAVE (cont'd)

Salaried executive, administrative, and professional employees of covered employers who meet the Fair Labor Standards Act (FLSA) criteria for exemption from minimum wage and overtime under the FLSA regulations, 29 CFR Part 541, do not lose their FLSA-exempt status by using any unpaid FMLA leave. This special exception to the “salary basis” requirements for FLSA’s exemption extends only to an eligible employee’s use of FMLA leave.

ENFORCEMENT

It is unlawful for any employer to interfere with, restrain, or deny the exercise of or the attempt to exercise any right provided by the FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any proceeding, related to the FMLA. See **Fact Sheet 77B** . The Wage and Hour Division is responsible for administering and enforcing the FMLA for most employees. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress. If you believe that your rights under the FMLA have been violated, you may file a complaint with the Wage and Hour Division or file a private lawsuit against your employer in court. : Protections for Individuals under the FMLA

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4-USWAGE (1-866-487-9243).

**REFERENCE: 29 CFR pt. 825.114
PL 103-3**

**NOTICE OF ELIGIBILITY AND RIGHTS & RESPONSIBILITIES
(FAMILY MEDICAL LEAVE ACT)**

[Part A – NOTICE OF ELIGIBILITY]

TO: _____
Employee

FROM: _____
Employer Representative

DATE: _____

On _____, you informed us that you needed leave beginning _____ on for:

_____ The birth of a child, or placement of a child with you for adoption or foster care;

_____ Your own serious health condition;

_____ Because you are needed to care for your _____ spouse; _____ child; _____ parent due to his/her serious health condition.

_____ Because of a qualifying exigency arising out of the fact that your _____ spouse; _____ son or daughter; _____ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves.

_____ Because you are the _____ spouse; _____ son or daughter; _____ parent; _____ next of kin of a covered service member with a serious injury or illness.

This Notice is to inform you that you:

_____ Are eligible for FMLA leave (See Part B below for Rights and Responsibilities)

_____ Are **not** eligible for FMLA leave, because (only one reason need be checked, although you may not be eligible for other reasons):

_____ You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately _____ months towards this requirement.

_____ You have not met the FMLA's 1,250-hours-worked requirement.

_____ You do not work and/or report to a site with 50 or more employees within 75-miles.

If you have any questions, contact _____ or view the FMLA poster located in _____.

[PART B-RIGHTS AND RESPONSIBILITIES FOR TAKING FMLA LEAVE]

As explained in Part A, you meet the eligibility requirements for taking FMLA leave and still have FMLA leave available in the applicable 12-month period. **However, in order for us to determine whether your absence qualifies as FMLA leave, you must return the following information to us by _____.** (If a certification is requested, employers must allow at least 15 calendar days from receipt of this notice; additional time may be required in some circumstances.) If sufficient information is not provided in a timely manner, your leave may be denied.

_____ Sufficient certifications to support your request for FMLA leave. A certification form that sets forth the information necessary to support your request _____ **is/** _____ **is not** enclosed.

_____ Sufficient documentation to establish the required relationship between you and your family member.

_____ other information needed: _____

_____ No additional information requested

**NOTICE OF ELIGIBILITY AND RIGHTS & RESPONSIBILITIES
(FAMILY MEDICAL LEAVE ACT) (cont.)**

If your leave does qualify as FMLA leave you will have the following **responsibilities** while on FMLA leave (only checked blanks apply):

- _____ Contact _____ at _____ to make arrangements to continue to make your share of the premium payments on your health insurance to maintain health benefits while you are on leave. You have a minimum 30-day (or, indicate longer period, if applicable) grace period in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.
- _____ You will be required to use your available paid _____ **sick**, _____ **vacation**, and/or _____ **other leave** during your FMLA absence. This means that you will receive your paid leave and the leave will also be considered protected FMLA leave and counted against your FMLA leave entitlement.
- _____ Due to your status within the company, you are considered a “key employee” as defined in the FMLA. As a “key employee,” restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us. We _____ **have**/_____ **have not** determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us.
- _____ While on leave you will be required to furnish us with periodic reports of your status and intent to return to work every _____. (indicate interval of periodic reports, as appropriate for the particular leave situation).

If the circumstances of your leave change, and you are able to return to work earlier than the date indicated on the reverse side of this form, you will be required to notify us at least two workdays prior to the date you intend to report for work.

If your leave does qualify as FMLA leave you will have the following **rights** while on FMLA leave:

- You have a right under the FMLA for up to 12 weeks of unpaid leave in a 12-month period calculated as:
 - _____ the calendar year (January – December).
 - _____ a fixed leave year based on _____.
 - _____ the 12-month period measured forward from the date of your first FMLA leave usage.
 - _____ a “rolling” 12-month period measured backward from the date of any FMLA leave usage.
 - You have a right under the FMLA for up to 26 weeks of unpaid leave in a single 12-month period to care for a covered service member with a serious injury or illness. This single 12-month period commenced on _____.
 - Your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work.
 - You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. (If your leave extends beyond the end of your FMLA entitlement, you do not have return rights under FMLA.)
- If you do not return to work following FMLA leave for a reason other than: 1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; 2) the continuation, recurrence, or onset of a covered service member’s serious injury or illness which would entitle you to FMLA leave; or 3) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.

NOTICE OF ELIGIBILITY AND RIGHTS & RESPONSIBILITIES

(FAMILY MEDICAL LEAVE ACT) (cont.)

- If we have not informed you above that you must use accrued paid leave while taking your unpaid FMLA leave entitlement, you have the right to have ____ **sick**, ____ **vacation**, and/or ____ **other leave** run concurrently with your unpaid leave entitlement, provided you meet any applicable requirements of the leave policy. Applicable conditions related to the substitution of paid leave are referenced or set forth below. If you do not meet the requirements for taking paid leave, you remain entitled to take unpaid FMLA leave.
- ____ For a copy of conditions applicable to sick/vacation/other leave usage please refer to ____ available at: ____.
- ____ Applicable conditions for use of paid leave ____.

Once we obtain the information from you as specified above, we will inform you, within 5 business days, whether your leave will be designated as FMLA leave and count towards your FMLA leave entitlement. If you have any questions, please do not hesitate to contact: _____ at _____.

PERSONAL BUSINESS LEAVE REPORT

(Loss of substitute pay only)

Name of Employee: _____ Date: _____

Dates of Absence: _____

(MUST BE COMPLETED)

Please write in space below your reason for absence due to personal business

PLEASE NOTE: LOSS OF SUBSTITUTE PAY_____
Building Administrator's Signature☐ Approved
☐ Denied_____
Employee Signature

EMERGENCY LEAVE

The board shall provide for five days of emergency leave for teachers and support personnel. These emergency days will be at the discretion of the employee and will be noncumulative and will not be chargeable to sick leave. Two (2) days are at full contract pay for the employee. Three (3) days of emergency leave may be used for personal business leave by all employees. Certified employees will have a deduction of \$60.00 for each day of personal business leave and support employees will have a deduction of \$30.00 per day. The employee's immediate supervisor shall be notified of the intention to use personal business leave at least twenty-four (24) hours prior to its use.

"Emergency" shall be defined as any immediate and/or unanticipated event of a personal or family nature, which will necessitate the absence of the employee. Determination of emergency leave under this provision shall be left to the discretion of the employee, except that emergency leave (or personal business leave) shall not be used for other employment or searching for other employment.

In the event that an employee must be absent from his duties and has exhausted all five emergency days, he will be docked a full day's pay for each day that he is absent without leave.

The option of whether to hire a substitute to perform services of absent employees shall be made by the administration.

Employees must work the first contract day of their contract year to qualify for request of non-sick emergency leave or personal business leave. In the event that an employee begins after their first contract day, the emergency or personal business leave will be awarded on a prorated basis for the remaining months in the contract.

National Disaster Leave

The board of education may grant leave with pay not to exceed fifteen (15) working days to an employee who is affected by a presidentially declared national disaster in Oklahoma after May 1, 1999, if:

1. The employee suffered a physical injury as a result of the disaster;
2. A relative or household member of the employee suffered a physical injury or died as a result of the disaster; or
3. The domicile of the employee or the domicile of a relative of the employee was damaged or destroyed as a result of the disaster.

The authority to grant leave shall extend for a period of not more than six (6) months after the date of a presidentially declared national disaster.

REFERENCE: 70 O.S. §6-104
70 O.S. §6-104.7

MILITARY LEAVE POLICY

The Board of Education shall provide leave to all employees who are members, either officers or enlisted men or women, of the Reserve Corps of the Army, the Navy, the Marine Corps, the Coast Guard, or any other component of the Armed Forces of the United States, including members of the National Guard; shall, when ordered by the proper authority to active duty or services and when the employee meets the requirements set forth in the regulation accompanying this policy and the Uniformed Services Employment and Re-employment rights Act of 1994 (USERRA), be entitled to a leave of absence from such civil employment for the period of such active service without loss of status or efficiency rating and without loss of pay during the first thirty (30) days of such leave of absence. Thirty days authorized military leave for employees means thirty working days of the school district.

Definitions. Except as otherwise provided herein, the following positions in school districts shall have the meanings indicated:

Teacher: Any person who is employed as district superintendent, principal, counselor, librarian, school nurse or classroom teacher, or in any other instructional, or administrative capacity, is defined as a teacher. Such person shall not be deemed qualified unless he or she holds a valid certificate, issued by and in accordance with the rules and regulations of the State Board of Education, to perform the particular services for which he or she is employed.

REFERENCE: **70 O. S. §6-105**
 USERRA, 1994

LEAVE: MILITARY (REGULATION)

This regulation implements and supports policy DECBB, Leave: Military, as directed by the board of education.

This district provides re-employment rights to employees who become absent from work because of service in any of the military services, including the Army, Navy, Marine Corps, Air Force, Coast Guard, Army and Air National Guard, Reserve Forces, and the commissioned corps of the Public Health Service.

In order to qualify for re-employment rights, the employee must be or must have been employed on a regular basis. Employees who are employed as temporary employees for a definite, nonrecurring period of time are not eligible. In order to qualify for re-employment rights, employees must be qualified as set forth below and in The Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA).

Employees must provide advance notice of military service unless military necessity prevents such notice or unless notice is otherwise impossible or unreasonable. Such oral or written notice must be provided by the employee or by an appropriate officer of the service branch. In order to qualify for re-employment, the employee cannot be absent for a period greater than five years unless the employee qualifies for an exception as set forth below. The employee must be or have been separated from the service under honorable conditions.

If the service is less than 31 days or is for the purpose of taking a fitness-for-duty examination, the employee must report for re-employment at the beginning of the first full regularly scheduled working period on the first calendar day following completion of service plus additional time for safe travel back to the employee's residence plus eight hours.

If the service is for a period greater than 31 days but less than 181 days, the employee must submit an application for re-employment no later than 14 days following completion of service.

If the service is for a period greater than 181 days, the employee must submit an application for re-employment no later than 90 days following completion of service.

These time limits may be extended up to two years if the employee is hospitalized or is convalescing from an injury or illness caused by the military service. The two year extension may be further extended if reporting is impossible or unreasonable due to circumstances beyond the employee's control.

An employee with less than 91 days of service will be immediately re-employed in the position the employee would have attained had the employee not been absent if all qualifications for the

LEAVE: MILITARY (REGULATION) (cont.)

position are met. If the employee is not or cannot reasonably become qualified for the advanced position, re-employment will be offered in the same position held prior to military service if qualified. If the employee is not and cannot become reasonably qualified for the same position, a position of lesser status and pay will be offered.

An employee who is absent for more than 91 days will be offered re-employment under the same conditions as above except that a different position with equivalent pay, status, and seniority may be offered.

Refresher training or “update” training will be provided if appropriate and necessary.

If a qualified employee applies for re-employment and has a service-related disability, reasonable accommodations will be made if possible. If reasonable accommodations cannot be made, a position providing equivalent seniority, pay and status will be offered. If neither of these options is possible because of the disability, a position as nearly equivalent as possible in seniority, pay and status will be offered.

Employees who are re-employed under this policy are entitled to participate in any benefits available to employees on nonmilitary leaves of absence but must pay any employee participation costs that other employees pay.

An employee who is re-employed under this policy will not be considered as having a break in service for purposes of any applicable pension plan and the military service time will be considered for benefit vesting and accrual consistent with any state regulations or law.

**REFERENCE: 70 O.S. §6-105
USERRA, 1994**

PROFESSIONAL LEAVE

The Board of Education is committed to the principle of providing and approving opportunities for the professional improvement of its certified staff. The board has authorized professional leave with prior approval for school activities which require certified or support personnel. Educational conferences, conventions, in-service training and possible other events may be considered eligible for professional leave. Any professional leave granted, however, must be in the best interest of the district.

LAWTON BOARD OF EDUCATION

DECBC-E1

REQUEST FOR PROFESSIONAL LEAVE AND CLAIM REIMBURSEMENT

SHOEMAKER EDUCATION CENTER USE ONLY
DATE REC'D BY PURCHASING _____
ENCUMBRANCE CLERK _____
PURCHASING DIRECTOR _____

(All forms submitted prior to leave approval. For reimbursement submit canary form with receipts attached)

Employee's Name _____ LPS ID# _____ Date of Request _____

Bldg. _____ Date(s) of Leave _____

Subject/Grade _____ Date(s) Substitute needed _____

If AM/PM specify time _____ Substitute Pref. _____

Conference name or purpose of the trip _____

Destination _____

Is the professional leave directly related to accompanying students? YES ☐ NO ☐

C O D E	(1)	(2)	(3)	(5)	(3)	(3)	(4)	(3)	ORDER VENDOR PAY VENDOR	PURCHASE ORDER
	Y	FD	PRJ	FUNC	OBJ	PRO	SUBJ	UNT		

Prohibited reimbursements are:

- | | |
|--|------------------------------------|
| (a) Alcoholic beverages | (c) Tips exceeding 15% of meals |
| (b) Entertainment (movie rental, concert tickets, phone charges, etc.) | (d) Non-LPS employees expenditures |

House Bill 2167 Section 10 E excerpt:

The encumbrance clerk, however, shall not pay any bill unless it is, or is properly supported by, an itemized invoice clearly describing Each item purchased, the quantity of each item its unit price and its total cost.

PLEASE SEE REVERSE SIDE FOR PROCEDURES.

Estimated Expenses

Reimbursable Expenses
(Itemized Receipts Required)

Transportation (IRS approved rate) _____ miles X Rate =

Airfare (Arranged by Office of Deputy Superintendent)

Registration Fee

Lodging (shared with) _____ nights X \$ _____ =

Meals _____ meals X \$ _____ =

Tolls / Parking

Tips

Other Expense

Total Expense

Amount District **Requested** to Pay

Amount **Approved** from School/District Funds

Principal approval of professional leave _____ Date _____

Claimant Signature _____ Date _____

DISTRICT USE ONLY

Approved by

Request for Professional Leave

Claim for Reimbursement

Purchase Order entered by

Signature of Approval or Denial / Date

Signature of Approval / Date

Please attach a written summary or references to the conference attended when filing for reimbursements.

Adoption Date: 8/3/98

Revision Date(s):

Page 1 of 1

PROFESSIONAL LEAVE PROCEDURES**Individual Leave**

1. Any certified or support employee desiring professional leave should make application, on the appropriate form, no less than five (5) working days prior to the date of the leave. The application is made to the building principal.
2. The building principal/supervisor will recommend approval or rejection of the request and forward it to the Executive Director of Elementary or Secondary Education.
3. The Executive Director of Elementary or Secondary Education will process the application and return it to the school, notifying the employee of the final decision.
4. Due to the varied nature of professional leave, each request will be considered on its own merit.

Group Leave

1. The authorized representative of a group requesting professional leave should make application, on the appropriate form, no less than fifteen (15) working days prior to the date of the leave. The application should be sent directly to the Executive Director of Elementary or Secondary Education. Each member of the group will inform the principal/supervisor that a request for leave has been made.
2. The Executive Director of Elementary or Secondary Education will process the application and return it to the appropriate schools, notifying the employee(s) and the building principal(s)/supervisor(s) of the final decision. The principal /supervisor will have the right of reviewing the individual(s) request.
3. If Board of Education approval is required, the Superintendent of schools or his designee will recommend approval or rejection of the request to the board.

JURY DUTY SERVICE AND WITNESS LEAVE

The Board of Education shall grant leave to employees who have been selected for jury duty or who have been subpoenaed as a witness in a criminal, civil, or juvenile proceeding. Employees shall be paid the full, current contract salary during such service. Monies necessary to pay substitute teachers shall not be deducted from the salary of an employee performing jury duty. However, the amount received by the employee for jury duty service shall be applied toward the expense of the substitute teacher or substitute support employee.

Compensation checks that the employee receives for such service must be surrendered to the payroll office or the employee must provide the check stub to verify dates of service and a personal check for the amount of the compensation.

An employee that is dismissed from jury duty must return to work. If any employee does not return to work, appropriate leave will be charged.

Part-time employees will not receive their rate of pay for the time spent on jury duty or for being subpoenaed as a witness. The employee may keep any compensation they receive for such service.

Questions concerning jury duty are to be directed to the Assistant Superintendent of Human Resources.

REFERENCE: 70 O.S. §6-104

LEAVE OF ABSENCE

Leave of absence without pay for a school year may be granted by the board to regularly appointed staff members who have completed at least five consecutive years of service to the district, upon written request to the board, prior to April 1, preceding the year of requested absence. Leave without pay may be granted for the following reasons or for such other reasons that the board believes appropriate:

1. Approved study
2. Approved travel
3. Sabbaticals
4. Approved special assignments
5. Family responsibility

Staff members granted a leave of absence will return at the salary step on the salary schedule which is commensurate with his/her total years of teaching experience and degree. While assurance cannot be given that they will return to the identical assignment, the assignment given them will be comparable. Upon their return, employees granted extended leave will be credited with the unused sick leave they have previously accumulated. Notice of intent to return to active employment is required to be filed by March 15th of the year the leave is taken.

COURT APPEARANCES

Employees will not be released for court appearances unless an employee receives a subpoena to serve as a court witness. The subpoena should be presented to the principal or supervisor who will notify the Assistant Superintendent of Human Resources citing the nature of the court appearance and the anticipated days of absence required. The Assistant Superintendent of Human Resources will review all requests and take appropriate action.

EXPENSE REIMBURSEMENT

It is the policy of the Board of Education to reimburse expenses incurred by employees or members of the board on educational trips authorized by the board and expenses incurred transacting school business. The superintendent is directed to prepare a regulation supporting this policy and establishing a rate schedule for board approval

REFERENCE: 70 O.S. §5-117

OUT-OF-DISTRICT TRAVEL AND EXPENSES

It is the policy of the Board of Education that official school travel for board members must be approved in advance by the board and travel for employees will be approved in advance by the building administrator, the executive director of elementary or secondary education or the superintendent or his designee. Requests for employee travel will originate from the appropriate administrator. Travel requests will be made as early as possible. Board members and employees will not be reimbursed for official school travel unless approved in advance.

The school will reimburse reasonable costs, subject to the availability of funds for approved and documented travel. Lodging expense will be reimbursed at actual cost for a single occupancy room.

Documented meal costs will be reimbursed when appropriate receipts are provided, however, if overnight travel is not involved and/or a meal is not provided as part of a workshop or part of a legitimate business meeting relating to school business, no reimbursement for the meal will be made.

Expenses for registration, parking, toll charges and similar expenses will be reimbursed when documented by receipt.

School vehicles may be used for official business only. Private vehicles may be used when school vehicles are not available. Authorized mileage will be paid at the IRS rate for the entire fiscal year at the IRS rate that is in effect on July 1 of the fiscal year to allow for budgets to be set for the fiscal year. However, if a decrease in the IRS rate should occur during the fiscal year, the lowered rate will become the new LPS rate effective the 1st of the following month. The mileage rate will be reviewed at the beginning of each fiscal year.

Appropriate forms for leave and travel expenses are available in the building administrator's office. Forms for employees requesting approval for leave and reimbursement will be completed in the respective building and delivered to the executive director of elementary or secondary education for approval who will forward them to the superintendent or his designee for approval.

Board members may obtain appropriate forms for travel in the superintendent's office.

LOCAL TRAVEL REIMBURSEMENT

Eligible employees using personal vehicles for school business at the direction of the district filing for mileage reimbursement may submit a Lawton Public Schools Travel Claim documenting mileage. The form should be submitted to their immediate supervisor for review and approval.

Mileage will be paid at the IRS rate for the entire fiscal year at the IRS rate that is in effect on July 1 of the fiscal year to allow for budgets to be set for the fiscal year. However, if a decrease in the IRS rate should occur during the fiscal year, the lowered rate will become the new LPS rate effective the 1st of the following month. The mileage rate will be reviewed at the beginning of each fiscal year.

Claims for monthly reimbursement of less than \$25.00 should be held and accumulated for processing the following month.

Mileage includes only travel between Shoemaker or Special Services Center and school or between school and school. Mileage is not reimbursable between home and the first assignment or the final assignment of the day and home.

For example, Mary Doe, in the performance of her assigned duties, drives from her home to Adams, then to Howell, then to Swinney and ends her day at the Special Services Center. Her mileage claim should not include the distance from home to Adams nor from the Special Services Center to home. It should include the distance from Adams to Howell, Howell to Swinney, and Swinney to the Special Services Center.

All school employees must travel from their homes to a workstation. This distance, of course, will vary from one employee to another and there are no means by which these discrepancies can be compensated.

EXPENSE REIMBURSEMENT, PRINCIPALS

In order for principals to furnish educational leadership to the faculties and educational programs within their buildings, monies for professional meetings are earmarked in the instructional budget.

In an endeavor to be as equitable as possible, the following guidelines have been developed:

Administrative Guidelines

1. A maximum of 12 elementary and 8 secondary principals would be eligible to attend a national or regional meeting each year if funds are available in the instructional budget. An individual would be eligible to attend, at Board of Education expense, once every three years.
2. An "Individual Request for Professional Leave" must be filed for approval prior to attendance at the meeting.
3. Reimbursements will be made as listed below:
 - A. All travel arrangements and lodging accommodations must be made through the secretary in the Assistant Superintendent K-12 office. Information regarding dates and times must be received at the Executive Director for Planning, Policy Development and Accountability office no later than 45 days prior to the date of departure. Reimbursements will be made on actual costs, not to exceed the rates obtained by the district regardless of the mode of transportation or location of lodging accommodations. Any changes incurred for lodging while in transit to and from the meetings will be considered as travel expenses rather than lodging expenses.
 - B. The cost of meals will be limited to \$30.00 per day or the total cost per day, whichever amount is smaller. Receipts must be dated and each day will be figured separately.
 - C. The complete registration fee will be paid.
 - D. Receipts must accompany claims for reimbursement. Receipts must be furnished for all expenses which are claimed.

RETIREMENT PROGRAM

Membership in the Oklahoma Teachers' Retirement System is optional for support employees. Employee contribution, established by law, is deposited in the employee's account. Retirement benefits are calculated using number of years employed, and average salary for the top three years. Normal retirement shall mean age 62 or the age at which the sum of the member's age plus the number of years of creditable service total 80, or 90 for new members after July 1, 1992, whichever occurs first. Members over age seventy (70) who are currently employed, and who are not retired, may now continue their contribution to teacher retirement. A death benefit of \$18,000 shall be paid by the teacher's retirement system to the designated beneficiary upon the death of an in-service member for members working prior to July, 1992.

Contributions to the Teachers' Retirement System shall be deducted from the employees salary at the currently established rate.

REFERENCE: 70 O.S. §17-108(13)(A)I; §17-116.2(B)

Cross-Reference: Policy CFEA, Salary Deductions

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

In order for all political issues and candidates to be treated fairly and appropriately in the Lawton district during an election, the following administrative guidelines for political activity are in effect:

1. Campaign Material**A. When Prohibited; When Permitted**

Political campaign material, including school board election material, may not be sent through school distribution nor may such material be posted or displayed on any property.

B. U. S. Mail

Political material delivered to a local school site by the U. S. Postal Service which is specifically addressed to staff members by name may be placed in school mail boxes.

C. Political Material on Clothing

Individual employees may not wear their political viewpoints on their person or clothing during hours of employment.

2. Political Candidates and Political Meetings

Persons seeking political office are permitted to visit staff members in district schools and offices. Such meetings shall not interfere with instructional activities in the schools. Political meetings to discuss pending election issues and candidates may be held in school buildings provided that attendance at such meetings is expressly voluntary, is not associated with official faculty meetings, and provided such meetings do not interfere with the school's instructional program.

3. Voter Influence Prohibited

Oklahoma law specifically prohibits attempts by any person to influence the vote of another by means of force or intimidation. In order to avoid any appearance of impropriety regarding this statute, official school faculty meetings are not to be used to introduce candidates for office or to present points of view regarding political issues or candidates by school officials or staff members.

STAFF PARTICIPATION IN POLITICAL ACTIVITIES (cont.)**4. Electioneering****A. County or School District Elections**

Oklahoma law provides that any person who electioneers within three hundred feet of any ballot box while an election is in progress, and any person except election officials and other persons authorized by law who remains within fifty feet of any ballot box while an election is in progress shall be deemed guilty of a misdemeanor.

B. Internal School District Elections

This administrative policy prohibits anyone from electioneering at the school site of a district election on the day of the election. Handing out campaign material directly to staff members at the school site on the day of an election, or holding meetings on the day of an election at the school site for the purpose of influencing voters are both considered electioneering and are prohibited.

5. PPDC Campaign Literature

No campaign literature either for or against an Agreement may be handed out on the school premises during the day of the election. If any literature is to be distributed on the day of the election, it must be done through the individual staff member's mailbox. Please urge the teachers to check their boxes before they vote.

**REFERENCE: 26 O.S. §16-111
26 O.S. §16-113
70 O.S. §3-114**

EMPLOYEE ORGANIZATIONS

Optional yearly membership in local, state, and national professional associations is available from representatives in each local building. Dues may be paid by payroll deduction.

EMPLOYEE GRIEVANCES

The Board of Education believes that the primary purpose of the grievance procedure is to secure equitable solutions to employees' problems at the lowest possible level, and to promote an atmosphere of cooperation when difficulties arise. The procedure is a method by which an individual staff member, group of staff members, or the Association(s) can present a complaint, problem, or dispute without fear of reprisal, and can obtain a fair hearing at progressively higher levels as needed. The grievance proceeding will be kept as informal and confidential as may be appropriate to the level of procedure.

GRIEVANCE REPORT

FORM A

Step #1

FROM: _____, Name of Grievant

BUILDING AND ASSIGNMENT: _____

Date cause of grievance occurred: _____

School district policy alleged to have been violated: _____

Statement of grievant's claim (statement of facts upon which grievance is based, use additional pages if necessary):

Relief Desired: _____

Signature_____
Date

Step #2 (To be used by Grievance Officer Only)

GRIEVANCE # _____
(to be assigned only if forwarded)

DATE FORWARDED: _____

RESPONSE TO GRIEVANCE:

Signature of Grievance Officer_____
Date

GRIEVANCE REPORT (cont.)**APPEAL
FORM B**

Step #3

GRIEVANCE # _____
(assigned by grievance officer)FROM: _____
Grieving PersonTO: _____
Superintendent or District OfficerSUBJ: _____
*Type of Grievance

DATE: _____

* The Grievance Report (Form A) must be attached.

Signature

Step #4

DATE APPEAL RECEIVED _____

DATE OF RESPONSE TO APPEAL _____

RESPONSE TO APPEAL: _____

Signature of Supt. or District Officer_____
Date

GRIEVANCE REPORT (cont.)

FORM C

Step #5

Grievance # _____

FROM: _____, Grieving Person

TO: _____ THE BOARD OF EDUCATION _____

SUBJ: _____

DATE: _____

* Attach - Grievance Report (Form A)

Appeal (Form B)

Signature

Step #6

DATE SECOND APPEAL RECEIVED _____

DATE OF RESPONSE TO SECOND APPEAL _____

RESPONSE TO SECOND APPEAL: _____

Signature of President, Board of Education_____
Date**SUBMIT THIS FORM IN TRIPLICATE - ORIGINAL AND TWO CARBON COPIES.**

**EMPLOYEE GRIEVANCES
PROCEDURE**

In accordance with the policy of the board of education, this procedure sets forth the necessary steps to follow in registering and processing a grievance with the school district.

Definitions:

A grievance is a complaint by a district employee alleging a violation or misinterpretation of any district policy or regulation directly and specifically governing that employee's terms and conditions of employment.

A grievant or a complainant is any employee of this district filing a grievance. A grievance filed by or on behalf of two or more employees relating to the same incident or circumstance may file a group grievance.

Terms and conditions of employment means the hours of employment; the compensation, including fringe benefits; and the district's personnel policies which affect the employee.

A day means any day in which the schools are in operation.

Immediate supervisor is the lowest-level administrator having supervisory authority over the grievant.

The following steps will be used in presenting a complaint or grievance:

Step #1 the complainant must present the complaint orally or in writing to the complainant's immediate supervisor. The supervisor will attempt to resolve any issue within his or her authority and area of responsibility.

Step #2 if the complaint cannot be resolved by the complainant's immediate supervisor, the complainant must present in written form within ten days (two working weeks) the complaint to the Executive Director of Elementary or Secondary Education for certified employees or the Assistant Superintendent of Human Resources.

Step #3 the Executive Director of Elementary or Secondary Education or the Assistant Superintendent, Human Resources has a working week (five days) in which to investigate and respond. (Use space provided on the Grievance Report Form A.)

Step #4 if not satisfied, the complainant may appeal within ten days (two working weeks) to the Superintendent or his designated officer. (Use Appeal Form B.)

EMPLOYEE GRIEVANCES, PROCEDURE (cont.)

Step #5 the superintendent, or his designated officer, must respond to the appeal within five days (one working week). (Use space provided on the appeal Form B.)

Step #6 if the complainant is not satisfied at this level, an appeal may be made within ten days (two working weeks) to the board of education which will hear the complaint at the next regular meeting or within thirty calendar days. (Use Appeal Form C.) Board hearings shall be conducted so as to accord due process to all parties involved in the complaint such as written notice of hearings dates and specific charge, right to counsel, right to present witnesses, right to cross examine, and to present written statements. The decision of the board shall be by a majority of the members.

Step #7 the local board of education will respond to the complainant within thirty calendar days. (Use space provided on Appeal Form C.)

REPRESENTATION

Beginning at Levels 2, 3, and 4, either or both parties may be accompanied by legal counsel, association representation, or any other outside representation. The confidentiality of the grievance shall be respected by all parties involved.

GENERAL PROVISIONS

1. Nothing contained in this procedure shall be construed as limiting the individual rights of a certified employee having a problem or complaint to discuss the matter informally with members of the administration through normal channels of communication, provided the adjustment is not inconsistent with the terms of this agreement.
2. Neither the grievant, his/her representatives, nor the party-in-interest will not be placed in jeopardy nor be the subject for reprisal or discrimination for having followed this grievance procedure.
3. No record, document, or communication concerning a grievance shall be placed in the personnel file of any participants involved in the procedure described.
4. A grievance may be initiated at Level 2 when it has been determined by the building principal and/or immediate supervisor that the subject is not within the principal's /immediate supervisor's realm of responsibility or control.

EMPLOYEE GRIEVANCES, PROCEDURE (cont.)

5. If a decision on a grievance is not appealed within, the time limits specified at any level of the procedure, the grievance shall be deemed settled on the basis of the disposition at that level and further appeal shall be barred. The time limits, however, may be extended by mutual agreement.
6. Failure by the administration at any step of this procedure to communicate the decision on a grievance within the specified time limit shall mean the relief sought by the grievant shall be implemented, within the limits of the law. The time constraints, however, may be extended by mutual agreement.
7. Written grievances and appeals shall be deemed to be received one day after postmarked, or if hand-delivered, upon the date actually received. The initials of the official receiving the grievance shall be recorded thereon at that time.

CIRCULATION OF PETITIONS

It is the policy of the Board of Education that school district personnel shall not circulate any petition on any topic during school hours, at school events or on school grounds and in school facilities, except as otherwise provided.

This policy does not in any way limit the right of school personnel to participate in petitioning activities that are consistent with this session.

School personnel may circulate petitions within the employee lounge during those periods when the employee is not scheduled to work as long as the activity does not interfere with the operation of the school or hinder other employees in the performance of their assigned duties.

STAFF MEMBERS AND SOCIAL NETWORKING SITES

The Superintendent, or designees and appropriate building staff, will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the online, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process or create conflicts of interest for themselves or their employer. Employees should be mindful of blurring their personal and professional lives when administering or participating in social media. The following reminders will give special emphasis to the following prohibited behaviors:

1. Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.
 - a. Employees may not list current LPS students as “friends” on networking sites.
 - b. All e-contacts with students shall be through the district’s computer and telephone system.
 - c. All contacts and messages by coaches with team members shall be sent to all team members, except messages involving medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.
 - d. Employees will not give out their private cell phone or home phone numbers to students without prior written approval of the District and the parent of the minor student.
 - e. Improper private contact via e-mail, phone, or social network is prohibited.
2. Inappropriateness of posting items with sexual content.
3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol.
4. Rules and terms of the “Support Personnel Suspension, Demotion or Termination” and other areas of the employee handbook extend to conduct on Web 2.0 services and networks, such as the punishable offense of “making or publishing false, vicious, or malicious statements concerning any employee, supervisor, student, board member, or the district”. Employees should be especially mindful of already established standards within the Internet-User Agreements.
5. Only designated spokespersons for Lawton Public Schools shall make any official online postings of or about controversial topics involving Lawton Public Schools or its students, or engage in any online discussions about its policies or procedures.
6. Monitoring and penalties for improper use of district computers and technology.
7. Lawton Public Schools employees will never use their work email account in conjunction with a personal social networking account.
8. Lawton Public Schools employees shall not disclose information about pending cases or ongoing investigations involving his or herself, other employees or students.

STAFF MEMBERS AND SOCIAL NETWORKING SITES (cont.)

When inappropriate use of computers and websites is discovered, the Superintendent or designees and the appropriate building staff, will download the offensive material and promptly bring that misconduct to the attention of the school district's legal counsel for review.

Employees who engage in any of the above referenced prohibited behaviors are subject to the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in online conduct.

Employees may obtain specific written permission from a parent or guardian to make contact for instruction and school related activities only using "STAFF MEMBERS AND SOCIAL NETWORKING SITES: Parent/Guardian Notification and Permission Form DHAC-E.

STAFF MEMBERS AND SOCIAL NETWORKING SITES**Parent/Guardian Notification and Permission Form**

Dear Parent/Guardian:

At the beginning of this school year we are sending notice that our staff has been directed not to communicate with students via telephone, email, instant message, or Internet website without specific written permission from a parent or guardian. Attached please find a permission form that you may utilize to grant permission for school employees to contact your child outside school hours. Please feel free to contact school administration regarding any violation of this policy.

Sincerely,

Administration

FORM

I, _____ authorize Lawton Public Schools to communicate with my child, _____, outside of school for issues related to instruction and school related activities.

☐ **I approve communications through home telephone, cell phone, and email.**

☐ **I do not authorize Lawton Public Schools or its staff to communicate with my child outside school.** Please contact me to relay information to my child.

Dated this _____ day of _____, 20____.

Parent/Guardian

STAFF SAFETY, ASSAULTS

The Lawton Public School District intends to provide every employee a working environment free from verbal intimidation, physical assault, and outside interference. Despite every effort that can be made toward this end, however, attacks upon employees may sometimes occur. In the event that an employee is attacked or assaulted, every precaution will be taken to ensure such employee the full protection of the legal shield provided by the district.

The following conditions will be enforced to the maximum extent permitted under the law to protect students and staff members and to provide the greatest possible assistance in the event an assault occurs:

No person shall engage in any of the conduct or acts hereinafter set forth around, in, or near any school or school grounds or streets and alleys adjacent to any school:

1. Any conduct that would disturb the orderly conduct of the school;
2. Annoying or molesting any student or employee of the school;
3. Lewd or wanton conduct in, near or around any of the schools or school grounds or streets and alleys adjacent to the schools;
4. Moving or parking any vehicle in the vicinity of any school for the purpose of annoying or molesting any student or employee of the school;
5. Any other act or conduct calculated to or likely to annoy or molest any student or employee of such school.

The following trespass limitations are imposed by law upon public property:

1. Each and every actual entry upon the premises of another owner or person in possession of real property, whether the property is public or private, is unlawful without the owner's or private, is unlawful without the owner's or occupant's consent, express or implied;
2. An entry upon the premises, or any part thereof, of another in violation of a notice exhibited thereon prohibiting entry at specified times is unlawful;
3. An entry upon the premises, or any part thereof, of another in violation of any notice, warning or protest given orally or in writing by any owner or other lawful occupant thereof is unlawful.

No profane language may be used in the presence of any student.

The superintendent or principal of any school shall have authority to order any person out of the school building and off the school property when it appears that the presence of such person is a threat to the peaceful conduct of school business and school classes. Any person who refuses to leave the school building or grounds after being ordered to do so by the

STAFF SAFETY, ASSUALTS (cont.)

superintendent or principal shall be guilty of a misdemeanor and upon conviction thereof shall be punished by a fine of not more than \$500 or by imprisonment in the county jail for not more than 90 days, or both.

**REFERENCE: Lawton City Code § 16-316, 537-541
70 O.S. §24-131**

STAFF SAFETY ASSAULT PROCEDURES

In the event of an assault or attack, the following procedures will be implemented:

1. Any case of assault suffered by an employee engaged in the performance of duty will be reported as soon as possible to the principal or supervisor.
2. In the event of injury, the principal or supervisor will see that medical attention is secured. Worker's compensation insurance is provided to every employee for medical expenses and other benefits. Salary benefits payable to the employee by such insurance shall be signed to the district for the period of time that full salary benefits are paid to the employee by the district.
3. The principal or supervisor, as soon as possible, will notify the superintendent.
4. If deemed necessary, the principal or supervisor will notify the police department to lend necessary assistance including placing assailant under arrest.
5. The Assistant Superintendent of Human Resources will dispatch a staff member immediately to visit the employee, investigate the incident, and provide whatever assistance is necessary to aid the employee.
6. The staff member assigned by the Human Resources Department will notify the school attorney and coordinate the services of the school attorney, police department, and district attorney as well as those of any other appropriate agency which can provide counsel as to the legal action the employee may choose to take. If the employee desires, the appropriate professional organization will also be notified.
7. An order denying permission to enter the building or grounds of a school may be considered in an effort to bar the presence of any person disrupting the orderly conduct of school activities.
8. The board of education and the district administration will expect employees to cooperate fully in the ensuing investigation and will encourage maximum prosecution and legal action from law enforcement agencies. Employees will be encouraged to seek restitution for loss of personal property.
9. The staff member assigned by the Human Resources Department will complete a written report of the incident, preparing copies for the employee, superintendent, school attorney, and law enforcement agencies.

STAFF SAFETY ASSAULTS – PROCEDURES (cont.)

10. If an assault upon an employee results in loss of time from work, the following state statute will apply.

Any public school teacher, school administrator or other school personnel employee, who is unable to continue his contract of employment as a result of injury sustained in the reasonable performance of his duties from:

1. Assault by a pupil, relative of a pupil or person of the pupil's household, or
2. Injury sustained as a result of quelling or attempting to quell or stop a fight, disorder or any disturbance related to a school function or activity, shall be paid his full contract salary, without loss of leave, for the remainder of that school year or contract year or period, whichever is applicable, or for such period of time thereof as he is prevented from teaching or working as a result of the injuries sustained or job loss caused by such injuries during said school year or contract year or period for which he had been employed and during which he was injured not to exceed in any event the term of the contract; and directing that such school district paying the balance of the contract payments, may file suit against such person or persons or their guardian or guardians for reimbursement of payments so made.

REFERENCE: 70 O.S. § 708

CROSS REFERENCE: Policy FNCH, Assaults Upon School Employees
Policy FOD-R, Student Suspension

**HYGIENE AND SANITATION
(BLOODBORNE PATHOGENS)**

The Board of Education recognizes that body fluids of any person may contain infectious or contagious bacteria or viruses, and that such bacteria or viruses may be spread from one person to another by accidental or careless handling of body fluids during sanitation or custodial work or the administration of emergency first aid.

The superintendent is directed to prepare regulations establishing proper procedures for handling body fluids during normal housekeeping. Such procedures shall include methods for the handling and disposal of body fluids in school buildings and on school equipment and material. The district will make personal protective equipment available to employees for use in handling and disposing of body fluids.

The superintendent will also direct the identification of employees who could be reasonably anticipated as the result of their job duties to face contact with blood or other potentially infectious materials. Any employees so identified will be offered Hepatitis B vaccinations at district cost. Such vaccinations will be provided at a reasonable time and place, under the supervision of a licensed physician or health care professional and according to the latest recommendations of the U.S. Public Health Service.

REFERENCE: 63 O.S. §1-502, et seq.
29 CFR Part 1910.1030, OSHA

CROSS-REFERENCE: Policy DI, Health, Personnel
Policy EHAI, AIDS Prevention Education for Students
Policy FFAAB, Acquired Immune Deficiency Syndrome (AIDS)

**OCCUPATIONAL EXPOSURE TO BLOOD OR POTENTIALLY
INFECTIOUS BODY FLUIDS REPORT**

The filing of this report and all information entered on it are to be held in strictest confidence in conformance with 29 CFR 1910.1030.

PART I. EXPOSED EMPLOYEE SECTION (PLEASE PRINT)

1. Employee Name: _____ 2. DOB. ____/____/____
3. Job Title: _____ 4. Employee Number: _____
5. Site of Exposure: _____ 6. Date of Exposure: ____/____/____ 7. Time of Exposure ____ am/pm
8. Number of Hepatitis B vaccinations previously received: ____ None ____ 1 ____ 2 ____ 3
9. Description of incident (GIVE SPECIFIC DETAILS): _____

PART II: SOURCE CLIENT SECTION

10. Person Known _____ Complete remainder of form
11. Person Unknown _____ Skip Part II
12. Persons Name: _____ 13. DOB: ____/____/____ 14. Sex: ____M ____F
15. Work Site: _____
16. Home Address _____ 17. Phone Number: _____

PART III: PHYSICIANS OR DESIGNEE STATEMENT

18. Based on 29 CFR 1910.1030, this _____ (was) _____ (was not) and exposure which has the potential for transmission of a communicable disease such as HIV/HBV.
19. In my judgment, (Name of Employee) _____, _____ (does) _____ does not have Contraindications to receiving hepatitis B. Vaccine.
20. Physicians/Designee Signature: _____ 21. Date: ____/____/____

INFECTIOUS BODY FLUIDS REPORT (cont.)

PART IV: SUPERVISORS STATEMENT

I have reviewed the circumstances and management of this incident and verify that the appropriate follow-up (according to 29 CFR 1910.1030 is being attempted to order to prevent the transmission of HBV and to identify subsequent transmissions of HIV to the exposed employees.

22. The exposed employee ____ (agrees) ____ (does not agree) to follow the recommendations as stated in 29 CFR 1910.1030.

23. _____ 24. _____ 25. ____/____/____
Supervisor Signature Title Date

26. _____ 27. _____ 28. ____/____/____
Employee Signature Title Date

PART V: COUNSELOR'S STATEMENT

29. I have counseled _____ regarding the risk of HIV/HBV
Employee Name

infection following exposure to blood or infectious body fluids and have reviewed with him/her the recommendations for prevention of HIV/HBV as published for the Center for Disease Control (MMWR June 23, 1989, Vol. 38, S-6).

30. The following persons involved in this incident received pretest counseling for HIV/HBV in accordance with 29 CFR 1910.1030 guidelines:

A. Source client: ____ Yes ____ No. If yes, date counseled: ____/____/____

B. Exposed employee: ____ Yes ____ No. If yes, date counseled ____/____/____

31. _____ 32. ____/____/____
Certified HIV Counselor Signature Date

PART VI: TESTING**SOURCE CLIENT TESTING:**

33. HbsAG: ____ Pos ____ Neg ____ Not Done ____ Refused.

If done, date HbsAg drawn: ____/____/____

If "not done" specify why: _____

34. HIV: (1) ____ Pos ____ Neg ____ Not Done ____ Refused.

If done, date HIV drawn: ____/____/____

If "not done", specify why: _____

INFECTIOUS BODY FLUIDS REPORT (cont.)

35. HIV: (1) ___ Pos ___ Neg ___ Not Done ___ Refused.

If done, date HIV drawn: ___/___/___

If "not done", specify why: _____

EMPLOYEE TESTING:

35. Anti-HBs (for vaccinated employees only): ___ Pos ___ Neg ___ Not Done ___ Refused.

If done, date Anti-HBs drawn: ___/___/___

36. HIV: Baseline: ___ Pos ___ Neg ___ Not Done ___ Refused.

If done, date drawn: ___/___/___

6 weeks: ___ Pos ___ Neg ___ Not Done ___ Refused. If done, date drawn: ___/___/___

12 weeks: ___ Pos ___ Neg ___ Not Done ___ Refused. If done, date drawn: ___/___/___

6 months: ___ Pos ___ Neg ___ Not Done ___ Refused. If done, date drawn: ___/___/___

12 months: ___ Pos ___ Neg ___ Not Done ___ Refused. If done, date drawn: ___/___/___

PART VII: EMPLOYEE TREATMENT

37. HBIG: ___ Yes ___ No ___ Refused. If yes, date ___/___/___

38. Hepatitis B vaccine:

Dose 1: ___ Yes ___ No ___ Refused. If yes, date: ___/___/___

Dose2: ___ Yes ___ No ___ Refused. If yes, date: ___/___/___

Dose3: ___ Yes ___ No ___ Refused. If yes, date: ___/___/___

39. Tetanus: ___ Yes ___ No ___ Refused. If yes, date: ___/___/___

40. Specify any other medical treatment for this exposure: _____

PART VIII: COMMENTS :

**HYGIENE AND SANITATION
(BLOODBORNE PATHOGENS)****PROCEDURE FOR HANDLING BLOOD AND/OR
BODY FLUIDS IN THE SCHOOL ENVIRONMENT**

Blood and/or other fluids (vomitus, urine, feces, saliva, nasal discharge, tears, drainage from wounds, vaginal secretions, semen, menses, amniotic fluid, etc.) emanating from any individual may contain organisms which can transmit disease and should be treated cautiously.

The following procedures are based on recommendations from the Center for Disease Control:

1. ALWAYS WEAR DISPOSABLE GLOVES WHEN COMING IN CONTACT WITH BLOOD AND/OR BODY FLUIDS.
2. CONTACT WITH BLOOD AND/OR BODY FLUIDS
 - A. If possible, avoid contact with blood and/or body fluids.
 - B. Allow student or staff to clean own injury when possible.
 - C. Latex gloves are available where the First Aid supplies are stored, and also in the custodian's room.
 - D. Used gloves should be placed into a plastic bag, wrapped securely, then placed into a second plastic bag before discarding.
 - E. Hands should be washed immediately after gloves are removed.
 - F. If gloves are not worn, hands must be washed vigorously with soap and warm water under a stream of running water for 15-20 seconds. Rinse under running warm water. Dry hands well with a paper towel. Use the paper towel to turn off faucet and discard. (if other skin surfaces are involved, follow above procedure.)
3. CLEANING AND DISINFECTION WHEN POSSIBLE, DISPOSABLE PRODUCTS ARE TO BE USED
 - A. HARD SURFACES
 1. Remove blood and/or body fluids promptly from surface.
 2. Wash surface with detergent or soap and water.
 3. Apply E.P.A. approved disinfectant according to directions.
 4. Mops and rags should be soaked in disinfectant after use, then washed in hot water and rinsed.

Disposable equipment should be placed into a plastic bag, wrapped securely, then placed into a second plastic bag before discarding.

HYGIENE AND SANITATION (BLOODBORNE PATHOGENS) cont.

5. Non-disposable equipment (dust pans, brooms, buckets, etc.) should be rinsed thoroughly in the disinfectant.
6. Discard used solutions in drain pipe; rinse pail or containers.
7. Remove gloves, place into a plastic bag, wrap securely, and then place into second plastic bag.
8. Wash hands after removing gloves.

B. LAUNDRY

1. Clothing and other non-disposable items soaked with blood and/or body fluids should be washed separately.
2. Presoak in cold water if necessary.
3. Bleachable items: add 1/2 cup bleach to wash cycle.
4. Unbleachable items: add 1/2 cup nonchlorine bleach to wash cycle.
5. Wash with detergent in water at least 160 degrees for 25 minutes.

C. RUGS

1. Apply a sanitary absorbent agent, allow to dry, then sweep or vacuum.
2. Dispose contents into plastic bag.
3. If necessary, use a rug shampoo containing a germicidal detergent.

4. GUIDELINES FOR HANDWASHING**A. Hands should be washed:**

1. Before drinking and eating;
2. Before handling clean utensils or equipment;
3. Before and after toileting;
4. After contact with blood and/or body fluids (vomitus, urine, feces, saliva, nasal discharge, drainage from wound, menses, etc.);
5. After handling soiled diapers, menstrual pads, garments, or equipment;
6. After removing disposable gloves.

B. How to handwash:

1. Remove all jewelry;
2. Wet hands with running water;
3. Apply soap and lather well, wash hands for 10-30 seconds; wash fronts, backs, between fingers and around and under fingernails. Use circular motion and friction;
4. Rinse hands well under running water;
5. Dry hands well with paper towel. Apply lotion as needed. Turn off faucet with paper towel and discard towel.

OSHA BLOODBORNE PATHOGENS FINAL STANDARD**Summary of Key Provisions**

PURPOSE: Limits occupational exposure to blood and other potentially infectious materials since any exposure could result in transmission of bloodborne pathogens which could lead to disease or death.

SCOPE: Covers all employees who could be “reasonably anticipated” as the result of performing their job duties to face contact with blood and other potentially infectious materials. OSHA has not attempted to list all occupations where exposures could occur.

Infectious materials include semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid visibly contaminated with blood and all body fluids in situations where it is difficult or impossible to differentiate between body fluids (vomit). They also include any unfixed tissue or organ other than intact skin from a human (living or dead) and human immunodeficiency virus (HIV) containing cell or tissue cultures, organ cultures and HIV or hepatitis B (HBV) containing culture medium or other solutions as well as blood, organs or other tissues from experimental animals infected with HIV or HBV.

EXPOSURE CONTROL PLAN: Requires employers to identify, in writing, tasks and procedures as well as job classifications where occupational exposure to blood occurs-without regard to personal protective clothing and equipment. It must also set forth the schedule for implementing other provisions of the Standard and specify the procedure for evaluating circumstance surrounding exposure incidents. The plan must be accessible to employees and available to OSHA. Employers must review and update it at least annually-more often if necessary to accommodate workplace changes.

METHODS OF COMPLIANCE: Mandates Universal Precautions, (treating body fluids/materials as if infectious) emphasizing engineering and work practice controls. The Standard stresses hand-washing and requires employers to provide facilities and ensure that employees use them following exposure to blood. It sets forth procedures to minimize needlesticks, minimize splashing and spraying of blood, and regulated wastes and decontaminate equipment or label it as contaminated before shipping to servicing facilities.

Employers must provide, at no cost, and require employees to use appropriate personal protective equipment such as gloves, gowns, masks, mouthpieces and resuscitation bags and must clean, repair, and replace these, when necessary.

The Standard requires a written schedule for cleaning, identifying the method of decontamination to be used, in addition, to cleaning following contact with blood or other potentially infectious materials. It specifies methods for disposing of contaminated sharps and sets forth standards for

OSHA BLOODBORNE PATHOGENS FINAL STANDARD (cont.)

the containers for these items and other regulated waste. Further, the Standard includes provisions for handling contaminated laundry to minimize exposures.

HEPATITIS B VACCINATION: Requires vaccinations to be made available to all employees who have occupational exposure to blood within 10 working days of assignment, at no cost, at a reasonable time and place, under the supervision of licensed physician/licensed healthcare professional and according to the latest recommendations of the U. S. Public Health Service (USPHS). Prescreening may not be required as a condition of receiving the vaccine. Employees must sign a declination form if they choose not to be vaccinated, but may later opt to receive the vaccine at no cost to the employee. Should booster doses later be recommended by the USPHS, employees must be offered them.

POST-EXPOSURE EVALUATION AND FOLLOW-UP: Specifies procedures to be made available employees who have had an exposure incident plus any laboratory tests that must be conducted by an accredited laboratory at no cost to the employees. Follow-up must include a confidential medical evaluation documenting the circumstances of exposure, identifying and testing the source individual if feasible, testing the exposed employee's blood if he/she consents, post-exposure prophylaxis, counseling and evaluation of reported illnesses. Healthcare professionals must be provided specified information to facilitate the evaluation, their written opinion and the need for hepatitis B vaccination following the exposure for personnel who have not received previous vaccination. Information such as the employee's ability to receive the hepatitis B vaccine must be supplied to the employer. All diagnoses must remain confidential.

HAZARD COMMUNICATION: Requires warning labels including the orange or orange-red biohazard symbol affixed to containers of regulated waste, and other containers which are to be used to store or transport blood or other potentially infectious materials. Red bags or containers may be used instead of labeling. When a facility uses universal precautions in its handling of all specimens, labeling is not required within the facility. Likewise, when all laundry is handled with universal precautions, the laundry need not be labeled.

INFORMATION AND TRAINING: Mandates training within 90 days of effective date, initially upon assignment and annually thereafter. Employees who have received appropriate training within the past year need only the regulatory text of the Standard and explanation of its contents, general discussion on bloodborne diseases and their transmission, exposure control plan, engineering and work practice controls, personal protective equipment, hepatitis B vaccine, response to emergencies involving blood, how to handle exposure incidents, the post-exposure evaluation and follow-up program, and signs/ labels/ color-coding. There must be opportunity for questions and answers, and the trainer must be knowledgeable in the subject matter.

RECORDKEEPING: Calls for medical records to be kept for each employee with occupational exposure for the duration of employment plus 30 years, must be confidential and must include name and social security number; hepatitis B vaccination status (including dates); results of any examinations, medical testing and follow-up procedures; a copy of the healthcare professional's written opinion; and a copy of information provided to the healthcare professional. Training records must be maintained for three years and must include dates, contents of the training program or a summary, trainer's name and qualifications, names and job titles of all persons attending the sessions. Medical records must be available to the subject employee, persons with written consent of the employee, OSHA and NIOSH. Disposal of records must be in accordance with OSHA's standard covering access to records.

DATES: Sets effective date 90 days after publication in the Federal Register. Exposure control plan must be completed within 6 days of the effective date. Information and training requirements take effect 90 days following the effective date. The following other provisions take effect 120 days after the effective date: engineering and work practice controls, personal protective equipment, housekeeping, hepatitis B vaccination, labels, signs, post-exposure evaluation and follow-up.

DRESS AND PERSONAL GROOMING TEACHERS

Recognizing the many different dress and grooming tastes among its professional staff, it is the policy of the Board of Education that principals will dress in the appropriate fashion to maintain the professional image and encourage all school personnel to dress appropriately to reflect pride and professionalism.

The board also feels that the faculty members are professional people and their dress should be a compliment to the profession and a positive example for the students and the community.

All teachers shall dress appropriately considering the accepted custom and style of the community and the educational profession. Teachers shall refrain from any style of dress, hairstyling, or personal grooming that might subject the faculty or school to undue criticism. Immodest or suggestive clothing styles or designs, T-shirts, exposed midriff, low-cut or see-through blouses, etc., are not acceptable.

No cutoffs of any kind shall be worn inside the school building.

The principal shall be held responsible for interpreting and implementing these regulations.

ASSIGNMENT OF TEACHERS

The Human Resources Department will attempt to notify teachers of their schools and teaching assignments prior to August 1.

TRANSFER OF ASSIGNMENT

A transfer of assignment may be made necessary by either a redistribution of students between school boundaries, or by events or circumstances which make the reassignment more beneficial to the employee or to the district. Provisions contained within the employment contract describe the authority granted to the superintendent of schools to assign or reassign employees to any position within the district.

TRANSFER OF ASSIGNMENT PROCEDURE**Voluntary Transfers**

1. General--Voluntary requests for reassignment may be filed with the Personnel Department at any time during the current year for the following school year. Certified personnel may apply for job postings at any time; however, after July 1 positions being filled for the current year would require district administrative approval for lateral moves of the current certified employee. 'Request for Transfer' forms should be used and are available on the districts website on the Human Resources Page or the Personnel Office, Shoemaker Center. Principals will be notified of any transfer request submitted by a teacher assigned to his his/her building. Teachers, who have been satisfactorily evaluated and are otherwise eligible, may request a voluntary transfer to another assignment for the ensuing school year.
2. Probationary Teachers --Probationary teachers are not eligible to file voluntary requests for transfer of assignment. However, probationary teachers can apply for a position and, if approved by district administration, could be considered for the position and would be administratively transferred if selected.
3. Transfer and Evaluation Results --Teachers, either career or probationary, who receive a "needs improvement" or "ineffective" rating on any area of the most recent teacher evaluation are not eligible for voluntary transfer and can only be transferred administratively.
4. Interviews--Principals who have vacancies for the ensuing school year are required to review the personnel records of those requesting voluntary transfer. Principals will interview at least two (2) qualified teachers, if available, from the voluntary transfer request list.

Administrative Transfers

1. General
 - A. An administrative transfer is defined as a change of assignment made necessary by either a redistribution of students between school boundaries, or by events or circumstances which made the transfer a more satisfactory assignment. Paragraph 3 of the certified contract provides that the superintendent shall have the right to assign the employee to any position within the district, and may from time to time assign or reassign the employee to other positions.
 - B. Teachers who have, in the past, been transferred two or more times due to formula adjustments are protected from the "last in--first out" rule.
2. Filling Vacancies

Any certified vacancy is subject to being filled by administrative transfer. - If it has been administratively determined that a transfer will not be made in filling a vacancy, interviews with new applicants may be initiated.

DEFINITIONS:

Reassignment – employee is given a different assignment that is lateral within their building/program (same contract length/same pay base/same location)

Transfer – lateral move of employee to position at a different location/program (same contract length/same pay base/ different location or program)

Position – job duties and responsibilities define position

**TRANSFER OF ASSIGNMENT
SUPPORT PERSONNEL****Application for Transfer**

Persons currently employed by the district may apply for any vacancy by submitting a completed Application for Transfer form prior to the deadline for application cited in the notice of the vacancy. A separate, new Transfer form must be submitted to the Human Resources Department each time, and for each vacancy for which a currently employed person wishes to apply whether such action is intended for promotion or for transfer.

Employees must meet the following criteria to be eligible for a transfer:

1. Current Lawton Public School employees requesting a lateral transfer must have one (1) year district experience in their present position.

Interview Procedure for Employment, Transfer or Promotion

The building principal or supervisor is responsible for conducting a minimum of five interviews for each vacancy being advertised providing there are five qualified applicants available. Applications to be considered shall come from the transfer forms on file for that vacancy and from new applicants to the district. A minimum of three interviews will be granted to qualified, currently employed applicants.

Notification of Results

Employees interviewed for promotion/transfer but not selected will be so notified in writing.

CROSS REFERENCE: Policy DCBF, Employment, Promotion, or Transfer of Relative

WORK DAY CERTIFIED PERSONNEL

Working hours of certified personnel in general will be as follows:

Elementary and secondary teachers' hours are fifteen (15) or thirty (30) minutes prior to the school day and fifteen (15) or thirty (30) minutes after school is dismissed as determined by the principal for a total of 45 minutes per day.

Elementary and secondary teachers may be asked, periodically, to report earlier or stay later at the request of the principal.

It is recommended that every elementary teacher be given at least forty (40) minutes planning time during the instructional day.

It is recommended that secondary teachers be given one planning period per day.

Elementary and secondary principals' hours will be determined by the Executive Director of Elementary and Secondary education.

**EXTRA DUTY
CERTIFIED PERSONNEL**

All teachers in the Lawton Public Schools are expected to perform certain out-of-the-classroom activities. Out-of-the-classroom responsibilities are not extra duties. Out-of-the-classroom responsibilities refer to supervision of halls between classes, at noon, and before and after school and the supervision of students in meetings, rehearsals, assemblies, in the lunchroom, and on the playground. It also includes any other supervisory responsibility necessary to the safety, health, and well being of students during the regular school day.

Principals are asked to use discretion and fairness in their out-of-the-classroom requirements of teachers.

Extra duty refers to those responsibilities required by the school and performed either before or after the regular school day. Teachers will be paid extra and above their base salary for the performance of extra duty in accordance with the district extra duty salary schedule.

Employees who attend district athletic events under any type of pass or ticket arrangement who participate or become involved in some official action or function at such an event either through a request to assist, or by initiating such assistance voluntarily, are considered to be engaged in the conduct of their employment and entitled to all of the legal protections thereof.

WORK SCHEDULE FOR SUPPORT PERSONNEL

All full time support employees are authorized breaks and lunch hours. While break times are paid, lunch hours are not, therefore lunch time must be added to the assigned work schedule. Morning and afternoon breaks may not be substituted for extra time worked.

The following schedules may be utilized as a guideline for support personnel working in full time positions, however the work schedules are set by the building administrator:

Custodians: Will work eight (8) hours per day, with two 15 minute breaks, and one hour lunch/dinner. (Example 7:30 am - 4:30pm or 1pm - 10pm)

Secretaries: Ten Month - 8.0 hours per day, with two 15 minute breaks and a 30 minute lunch. (Example for Elementary 8:00 am - 4:30 pm) (Example for Secondary 7:00 am - 3:30 pm)

Twelve month will work 8 hours per day, with two 15 minute breaks, and a 1 hour lunch. (Example 7:30 am - 4:30 pm)

*Note: Morning or afternoon breaks cannot be substituted for extra time and cannot be used to leave early or arrive late..

**Teacher Assts
& Library Assts:** Will work six (6) hours per day, with one 15 minute break, and a 30 minute lunch. (Example: 9:00 am to 3:30 pm)

Cooks: Will work their assigned hours (6.0 - 7.75) with one 15 minute break. (Example for 6.75 hr 6:30 am - 1:15 pm)

Transportation: Drivers and Monitors will work assigned hours and take their lunch between routes. (Hours will vary based on routes)

Maintenance: Will work eight (8) hours per day, with two 15 minute breaks, and a 30 minute lunch. (Example 7:30 am - 4:00 pm)

Part-time: Employees 4 hours or more may be allowed one 15-minute break.

Other positions not listed here will be reviewed on a case by case basis. Part time positions are not authorized break time.

IN-SERVICE DEVELOPMENT**Professional Meetings**

State law permits not more than five (5) days of the 180-day teaching year to be used for teachers' meetings and professional-day activities. The Lawton Board of Education designates the placement of the five professional days in the annual school calendar.

Certified employees who do not attend professional meetings on the days scheduled for professional activity are considered absent and must take appropriate leave.

**EDUCATIONAL OPPORTUNITIES
SUPPORT PERSONNEL****SUPPORT PERSONNEL PROFESSIONAL GROWTH INCENTIVE PROGRAM**Overview

In February, 1989, the Lawton Board of Education adopted a professional growth incentive plan for support employees of the district which became effective on July 1, 1989. Each position in the Lawton district now has five grades associated with it. Employees are required to participate in staff development opportunities that are offered by their supervisors. They will advance through five pay grades over an eight year period. At that time, employees will advance to the next step after four. The time requirements, hourly training requirements, and performance evaluation requirements are the same for all positions. Eligibility rules and details of the training and advancement program are described below.

Support employees that are hired without a high school diploma or GED are not eligible to participate in the Support Personnel Professional Growth Incentive Program; however, they are required to participate in staff development opportunities provided by the district in order to receive a successful evaluation.

Summary of Program

An employee is eligible for advancement in grade after first completing two years of experience in that job. During that period of time, at least sixteen (16) hours of in-service training in job-related areas must be completed to ensure the step increase. This training will be provided by the district. Satisfactory evaluations during the two-year period are required in order to be eligible for the step increase. Employees will advance one pay grade for each two years of experience earned until the top step of the grade range is reached provided district training is completed and overall successful evaluations are obtained each year.

Eligibility

In order to be eligible for the grade advancement program, an employee must meet all of the following criteria:

1. Employee must be paid at a pay grade designated on the district support salary schedule, not on a fixed dollar amount per hour or on the Entry Level salary schedule;
2. Position must be designated as having a range of grades;
3. Employee must be able to earn employment experience under existing board policies which require a minimum of 20 hours per week in order to be eligible;
4. Employee must be working under an employment contract.

EDUCATIONAL OPPORTUNITIES SUPPORT PERSONNEL (cont.)Definition of "Two Years" of Experience

The definition of the minimum amount of contract time needed for each year of experience necessary for this incentive growth plan is found in district policy under DEAD-R1 "Definition of Year of Experience." Employees must work at least 120 contractual days and at least six hours per day to qualify for one year of experience.

Responsibility

The Human Resources Department is charged with the operation of the program. It will be the responsibility of the supervisor to maintain a record of job-related training activities for employees in the department.

Training Activities

1. Each department supervisor or the building administrator will provide training and monitor in-service training in job-related activities.
2. Costs for Training Activities Initiated by the District - costs related to some training may be paid from district funds provided the following conditions are met:
 - A. That such training is initiated by the district, department or building and is determined to directly benefit the district, department or school.
 - B. That all affected or involved employees within the department or school has an equal opportunity to participate.

Promotions and Grade Advancement

Advancements to positions which hold a higher grade range than the former position will result in the employee being moved to the beginning grade for the new position, or an advancement of one step beyond the current grade, whichever is higher. Employees will advance one pay grade for each two years of experience earned until the top step of the grade range is reached provided district training is completed and overall successful evaluations are obtained each year.

Transfer to Positions with the Same Beginning Grade

Employees who transfer to positions with an identical beginning grade will remain at the same step and grade as the former position. The same two-year period of experience is continued and staff development hours earned prior to the transfer will be counted only if the training is related to or associated with the new employment position in cases where the employee changes job categories.

EDUCATIONAL OPPORTUNITIES SUPPORT PERSONNEL (cont.)Transfer to Positions with Lower Grade Ranges

Employees who transfer to positions which have lower grade ranges will move to the step on the new-range which is similar to the step on the former grade. The same two-year period of experience is continued and staff development hours earned prior to the transfer will be counted only if the training is related to or associated with the new employment position in cases where the employee changes job categories.

**PROFESSIONAL DEVELOPMENT
CERTIFIED STAFF**

The Professional Development Plan of the Lawton Public Schools is designed to promote continuity of curriculum and professional skills that affect learning and overall school improvement. The goal of the District Professional Development Committee is to provide a plan that offers opportunities for professional development through district, departmental, and site-based programs. Within this structure educators may gain knowledge and skills to improve effectiveness in their assignment and contribute as a staff member by accomplishing site and district goals. This will ensure that the children of Lawton, Oklahoma are taught by professional educators fully trained in their areas of expertise.

I. GOVERNANCE

1. Membership and selection of the District Professional Development Committee shall consist of one elementary counselor, one secondary counselor, 4 elementary teachers/librarians, 4 secondary teachers/librarians, four (4) administrators, and one (1) parent, each approved by the board of education. Two nonvoting positions will consist of two district administrators.
 - A. Two administrators shall be recommended by the superintendent, one administrator shall be recommended by elementary principals and one administrator shall be recommended by secondary principals.
 - B. The parent shall be recommended by the Lawton PTA Council.
 - C. New members shall assume office at the May meeting following selection.
 - D. When vacancies for classroom teacher positions and counselor are pending, the Professional Development Committee will initiate a filing and election process. All elementary certified classroom teachers/librarians are eligible to vote for elementary teacher/librarian candidates by secret ballot in a district-wide election. All secondary certified classroom teachers/librarians are eligible to vote for secondary teacher/librarian candidates by secret ballot in a district-wide election. All elementary certified counselors are eligible to vote for elementary counselor candidates by secret ballot in a district-counselor election. All secondary certified counselors are eligible to vote for secondary counselor candidates by secret ballot in a district-counselor election. The committee will submit the list of nominees to the board of education. The list shall be in order of number of votes received.
 - E. When a teacher/librarian or counselor resigns his/her committee position, or is replaced due to non-attendance at meetings, this unfilled term shall be completed by the person receiving the next highest number of votes in that same election.
2. Terms of committee members shall be three (3) years.

PROFESSIONAL DEVELOPMENT CERTIFIED STAFF (cont.)

3. The Professional Development Committee will meet ten times during each school year (July through June). Elected committee members may miss no more than two meetings during each school year. Elected committee members who miss more than two meetings will be replaced on the committee.
4. The chairperson and co-chairperson will be elected from and by the Professional Development Committee at its May meeting. It is recommended that the nominees for chairperson and co-chairperson have a minimum of one (1) year of experience on the Professional Development Committee. The term of the office shall be one (1) year. The chairperson and co-chairperson may be reelected to office.
5. The District Professional Development Officer will respond to needs expressed by the superintendent, district professional development committee, district administrators, principals, site professional development committees, and individual educators.
6. Site staff development configurations may vary from school to school. Decisions regarding professional development relate to the site's school improvement goals, and are made by the site's school improvement committee and/or professional development committee.

II. CERTIFIED STAFF PROFESSIONAL DEVELOPMENT REQUIREMENTS

1. All certified employees of Lawton Public Schools serving in the capacity as a teacher, supervisor, or administrator are required to participate in the district professional development program approved by the Board of Education.
2. A professional development year is defined as beginning July 1 and ending June 30 of each year.
3. Each certified and licensed teacher and administrator must accrue at least fifteen (15) professional development points each year. Additional kinds of experiences may be recommended and must be approved by the Staff Development committee. Points may be earned through the following:
 - A. Staff Development provided by the District.
 - B. OEA workshops and CCOSA meetings.
 - C. Summer and Saturday workshops
 - D. Coaches clinics (for Summer coaching clinic in the absence of signed forms – 10 professional points allowed with local forms to be signed by superintendent.)
 - E. Teacher visitations

PROFESSIONAL DEVELOPMENT CERTIFIED STAFF (cont.)

4. A person employed one-half or less shall be required by the district to meet at least half (7.5) of the district's annual point requirements each year.
5. If any individual is employed for at least 120 days during a school year, the annual point Requirement(15 points) must be fulfilled. If an individual is employed for less than 120 days, only two (2) professional development points are required for that school year.
6. Individuals may receive one point per hour of inservice. Individuals may receive fifteen (15) points per hour of graduate credit. Individuals who have been approved for National Board Certification may utilize two (2) of their five (5) professional days for certification portfolio development. They may accumulate up to 6 points for each day utilized.
7. Professional staff development days are contract days and attendance is mandatory. Failure to attend professional development training activities could result in disciplinary action by the board of education. Leave requests must be approved by the Executive Director of Elementary or Executive Director of Secondary Education.
8. Failure of any full-time certified educator to meet the minimum annual professional development requirement of fifteen (15) professional development points during a school year shall be grounds for nonconsideration of the next salary increment affecting said employee.
9. Failure of any full-time certified educator to meet the minimum annual staff development requirement of fifteen (15) professional development points for two (2) consecutive years shall be grounds for nonrenewal of such employee's contract by the Lawton Board of Education.
10. This policy provides that any action taken against an employee by the Lawton Board of Education includes the right of appeal before the Lawton Board of Education.
11. Evaluation forms (DMB-E1) are required for the recording of all earned professional development points.
12. The Professional Development Office will be responsible for recording only professional development points earned on the five professional days each year.
13. Individuals are responsible for keeping all other points earned throughout the year.

PROFESSIONAL DEVELOPMENT CERTIFIED STAFF (cont.)

Professional Development Evaluation Forms should be turned into the Professional Development Office within one week after the workshop. Any make up points must be completed by attending district approved staff development programs before June 30. Programs will be provided by the staff development committee.

14. Professional development points may not be carried over from year to year.
15. A preliminary report of earned professional development points will be issued to individual employees on or about May 1 and a final report of earned points will be issued after June 30 of each year.

III. PROFESSIONAL DEVELOPMENT PROPOSAL REQUIREMENTS

1. Professional development proposals must be submitted to the Lawton Professional Development Committee by site-based professional development committees or certified employees of Lawton Public Schools. (Form DMB-E2)
2. All professional development proposals submitted to the district professional development committee must include at least one of the Lawton Public Schools District Identified Needs. (Form DMB-E2)
3. Before the district professional development committee can consider proposals which involve professional leave, assurance must be provided which authorizes the professional leave. Request for professional leave should be made through the site administrator or immediate supervisor.
4. Proposals for professional development projects that are site-based or district activities should be submitted no later than two (2) school days prior to the Lawton Professional Development Committee's monthly meeting.
5. Projects to be paid with district professional development funds must be approved by the committee prior to the occurrence of the activity. State law requires this process in issuing purchase orders.
6. Commercial or non-school interests are not permitted to submit professional development proposals.

PROFESSIONAL DEVELOPMENT CERTIFIED STAFF (cont.)**IV. EVALUATION**

1. Each person attending an approved professional development inservice activity will fill out a professional development evaluation form approved by the District Professional Development Committee. Evaluative responses will be used as feedback for improvement of subsequent professional development projects and plans.
2. The contact person is responsible to the District Professional Development Committee for submission of the "Group Evaluation Form" along with each participant's individual evaluation form. The "Group Evaluation Form" summarizes the results of the project. All forms must be sent to the Professional Development Office immediately following the project. (Form DMB-E3)

**V. ACCOUNTING PROCEDURES FOR PROFESSIONAL DEVELOPMENT
FUNDING AND EXPENDITURES**

1. Funds received from the State Department of Education for professional development shall be identified by separate accounting reports and receipts by the district.
2. Funds not expended during one school year may be accumulated into the following year for staff development expenditures only.
3. Funds may be used for the exclusive purposes of inservice education and for planning professional development programs.
4. Because of the limited professional development funding available to the district, neither the payment of stipends nor the reimbursement of substitute costs for workshop participants generally will be authorized by the committee. Limited exceptions to this rule regarding the payment of stipends or substitute costs for activities developed and sponsored by the District Professional Development Committee will be considered for approval by the committee on a special case-by-case basis.
5. Individual requests for funding attendance at out-of-town inservice training projects will generally not be approved by the committee. Expenses for in-state and out-of-state workshops which are necessary to advance the planning and design of the district's professional development effort and which are formally proposed by the district professional development committee (e.g., training of trainers, school improvement, resources for district professional development) will be considered for approval by the committee on a case-by-case basis.

PROFESSIONAL DEVELOPMENT CERTIFIED STAFF (cont.)

6. LPS Presenters will be paid a \$50.00 preparation fee per three (3) hours. Site based presenters are limited to no more than three (3) presenters per proposal. In order to be eligible to receive a preparation fee, a ratio of no less than 12 participants to 1 presenter is suggested. All exceptions to this must be approved by the professional development committee.

VI. PROCEDURES FOR ANNUAL REVIEW, REVISION, AND SUBMISSION OF THE PROFESSIONAL DEVELOPMENT PLAN

1. Any certified employee of Lawton Public Schools wishing to submit inservice proposals for the following school year should submit such ideas to the district professional development committee by the second Tuesday in April.
2. On or about May 1 of each year, the Lawton Professional Development Committee shall have submitted a revised staff development plan to the Lawton Board of Education for approval. This plan must be submitted by May 10 to the Oklahoma State Department of Education for approval.

PROFESSIONAL DEVELOPMENT EVALUATION FORM_____
Date of Training_____
Employee ID Number_____
Last Name_____
First Name_____
Building_____
Project Code Number_____
Title of Training_____
Points Earned

A. Evaluation of Training:

01 _____ was one of the best I have attended

02 _____ was of considerable value to me

03 _____ was average

04 _____ was of some value to me

05 _____ was of no value to me

B. General Comments: _____

C. Suggestions to improve future workshops: _____

D. Suggested subjects or speakers for future workshops: _____

**PROFESSIONAL DEVELOPMENT
PROPOSAL FORM**

(Please Type)

School _____

Contact Person _____

Date _____

Title _____

A. District Identified Need:

B. Specific Training Objectives for the above identified need:

C. Training date, time, place - (Length, clock hours, etc.)

D. Personnel to be trained and number of persons being trained.

E. Training agencies - (Person providing instruction - include address, phone number, Social Security number if necessary. Person(s) providing instruction: Building site presenters are limited to three (3) presenters per proposal. LPS employees must include ID number: Non LPS personnel must include SSN.)

F. Source of funds and estimated cost - (Be specific. LPS presenters Prep Fee: \$50.00 per 3 hours)

Points requested _____

For PDC Use Only

Date _____

No. _____ Approved _____ Not Approved _____

PROFESSIONAL DEVELOPMENT NEEDSDistrict Identified Needs for Curriculum and Instruction

(You must use at least one of these needs when completing Item #1 on professional development proposal forms.)

1. Need to increase student achievement.
2. Need to improve teachers' ability to provide quality instruction.
3. Need for continued knowledge and understanding of comprehensive health to provide: AIDS education, safety, and welfare of the school community.
4. Need to continue training educators to work effectively with all students in a culturally diverse society.
5. Need to assist parents in developing skills and attitudes necessary for helping their children succeed in school.

PROFESSIONAL DEVELOPMENT GROUP EVALUATION FORM***General Instructions to Contact Person:***

The Lawton Professional Development Committee is required by state regulation to evaluate each approved professional development project to ensure that outcomes relate to assessed needs and stated objectives. Each professional development project is designed with identified needs and specific training objectives in mind. The committee is asking you, as the contact person for this project, to do a post-project assessment and evaluation of the project. Please address each of the areas below immediately following completion of your project and forward along with each participant's individual evaluation for to the **District Professional Development Office, Lawton Professional Development Center**, as soon as possible.

Project Details (Please Type):

Workshop Title/Presenter

Date of Workshop

Contact Person/Building

Number of Participants

Evaluation Forms:

Please indicate the number of participants in each category.

_____ Was one of the best I have attended
_____ Was of considerable value to me
_____ Was average
_____ Was one of the best I have attended
_____ Was of no value me
_____ No comment

Conclusions:

Were all identified needs and objectives adequately met? _____

Comments: _____

Other Recommendations: _____

PLEASE RETURN ALL PARTICIPANTS' INDIVIDUAL EVALUATION FORMS WITH THIS PROJECT EVALUATION FORM. THANK YOU!

PROFESSIONAL DEVELOPMENT COMMITTEE**OBJECTIVES****GOAL 1: REQUIREMENTS****TO MEET STATE REQUIREMENTS****Objective I – General**

1. To provide a program that offers professional growth for district certified personnel related to the objectives of the Lawton Public Schools Professional Development Plan.
2. To provide the opportunity for district personnel to acquire the number of inservice hours to meet district requirements.
3. To evaluate activities and alternative activities submitted to the committee for the purpose of awarding professional development points.
4. To record professional development points required continuously each year from July 1 through June 30.
5. To select and announce the Lawton Public Schools' Teacher of the Year in support of the Oklahoma Teacher of the Year Program.

Objective 2 - Annual

1. Annually review the guidelines for the professional development plan established by the Oklahoma State Department of Education and make recommendations to the local board of education for the implementation of the plan.
2. Annually review the identified needs to determine whether an additional needs assessment should be conducted.
3. Annually identify and submit professional development resources and activities before May 10th.

PROFESSIONAL DEVELOPMENT COMMITTEE (con.)**Objective 3 - Four Years**

1. Plan and write the local professional development plan (CLEP) to be submitted to the local board of education and Oklahoma State Department of Education once every four (4) years.
2. Make recommendations to the local board of education regarding the evaluation of the professional development program.

GOAL II: RECOMMENDATIONS

TO MAKE RECOMMENDATIONS CONCERNING DISTRICT PROFESSIONAL DEVELOPMENT AS THE NEED ARISES.

Objective 1 - Determine budgetary focus.

Objective 2 - Identify processes and programs that need to be maintained.

Objective 3 - Request for information to Professional Development Committee on professional development activities and available funding.

GOAL III: COMMUNICATION

TO FACILITATE COMMUNICATION AND NETWORKING

Objective 1 - Investigate

Objective 2 - Recommend

Objective 3 - Implement

Objective 4 - Evaluate

GOAL IV. COMMUNICATION

TO ENSURE THE KNOWLEDGE BASE OF THE COMMITTEE MEMBERS.

Objective 1 - Expose members to research-based professional development trends and practices.

Objective 2 - Provide access to district information concerning professional development.

Objective 3 - Facilitate an understanding of current state legislation and requirements.

GOAL V. ORGANIZATIONAL STRUCTURE

TO CLARIFY AND MAINTAIN OUR ORGANIZATIONAL STRUCTURE AND MANAGEMENT PRACTICES.

Objective 1 - Design leadership structure for the committee.

Objective 2 - Compile guidelines that outline committee procedures.

- Teacher of the Year
- Election
- Sub-committee assignments

**CERTIFICATION REIMBURSEMENT PROGRAM
2017-2018 School Year**

The School District, under limited circumstances, will provide subject area certification reimbursement to eligible employees. Reimbursement is limited to one subject area examination per individual. Prior to any employee wishing to be involved in this reimbursement program, the Superintendent must agree to sponsor the request at the local level. State Department of Education approval is based on information provided by the district and available funds for the program. Please note that taking and passing a subject area examination does not, in and of itself, constitute approval for providing direct instruction in any subject area. Districts must comply with current State law regarding certification requirements.

Once sponsored or approved by the Superintendent, it will be the employee's obligation to contact the Oklahoma State Department of Education Special Education Services (OSDE-SES) division for more information.

The OSDE-SES will reimburse districts for fees associated with subject area examinations as outlined below:

1. Teachers who are currently certified in Special Education (Mild-Moderate or Severe-Profound):
 - a. Early Childhood Education (105)
 - b. Elementary Education Subtest 1: Reading/Language Arts (050) and Elementary Education Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts (051)
 - c. English (007) or English (107)
 - d. Middle Level English (024)
 - e. Advanced Mathematics (011) or Advanced Mathematics (111)
 - f. Elementary Mathematics Specialist (082)
 - g. Middle Level/Intermediate Mathematics (025) or Middle Level/Intermediate Mathematics (125)
 - h. Chemistry (004)
 - i. Earth Science (008)
 - j. Middle Level Science (026)
 - k. Physical Science (013)
 - l. Physics (014)
 - m. Middle Level Social Studies (027)
 - n. Psychology/Sociology (032)
 - o. U.S. History/Oklahoma History/ Government/Economics (017)
 - p. World History/Geography (018)
 - q. Mild-Moderate Disabilities (029) or Mild-Moderate Disabilities (129)
 - r. Severe-Profound/Multiple Disabilities (031) or Severe-Profound/Multiple Disabilities (131)
 - s. Blind/Visual Impairment (028)
 - t. Deaf/Hard of Hearing (030)

CERTIFICATION REIMBURSEMENT PROGRAM (Con't)

2. General Education Teachers or Participants in the Non-Traditional Route to Special Education Certification program:
 - a. Mild-Moderate Disabilities (029) or Mild-Moderate Disabilities (129)
 - b. Severe-Profound/Multiple Disabilities (031) or Severe-Profound/Multiple Disabilities (131)
 - c. Blind/Visual Impairment (028)
 - d. Deaf/Hard of Hearing (030)

Reimbursements must be pre-approved. For pre-approval please email any OSDE-SES contact below using the subject line "Project 616". Provide a statement, on district letterhead, with the following details:

- 1) Names of individuals for whom the reimbursement is being sought.
- 2) Current teaching assignment for each individual.
- 3) Justification for the necessity of each individual to take and pass the subject area examination.
- 4) Total cost.

Once pre-approval is obtained and an individual takes and passes the subject area examination, the district must submit a computer generated Expenditure Summary and Detail report and a copy of each individual's subject area examination results. If an individual does not pass the test, the district must obtain pre-approval again. The report and copies must be faxed (405-522-2380) or emailed to appropriate staff at the Oklahoma State Department of Education, Special Education Services division.

The amount of the reimbursement will be listed on the employee's W2 as taxable compensation in the year in which the reimbursement was received by the employee.

For questions and information regarding this program, please contact the Oklahoma State Department of Education, Special Education Services division at 405-521-3351.

TEACHER EVALUATION

The Board of Education believes that personnel evaluation is a mutual endeavor among all staff members and the board to improve the quality of the educational program. The improvement of the district's educational efforts must be a joint responsibility of the school district and the individual educator.

All certified staff members shall be evaluated using Tulsa's Teacher and Leader Observation and Evaluation System (TLE).

Probationary teachers shall receive formative feedback from the evaluation process at least twice each year. Formative feedback shall occur during the fall semester, and at least once during the spring semester, each year. Career teachers shall be evaluated once each year. Career teachers receiving a "superior" or "highly effective" rating under the TLE, may be evaluated once every three (3) years. Evaluations of teachers shall be made by the appropriate certified principal, or other designated certified and qualified administrative person.

The evaluation rating of teachers shall be based on the qualitative component of the TLE. A school district with an average daily attendance of more than thirty-five (35,000) at its own expense, prior to the 2015-16 school year may incorporate quantitative measures of teachers and leaders as a part of the district evaluation rating. Such measures shall include a minimum of one reliable, research-based measure as approved by the State Board of Education.

For the 2016-2017 school year, the State Department of Education will work with school districts to develop individualized program of professional development.

The evaluation shall be reviewed by the staff member and the evaluator. Either or both may attach written and signed comments to the evaluation instrument within two weeks of the evaluation provided that no additional statements or comments shall be attached without the teacher's knowledge. The teacher's signature on the evaluation instrument shall serve only to reflect the teacher's acknowledgment that an evaluation was conducted. A copy of the completed evaluation instrument will be provided to the teacher.

The completed evaluation shall be retained in the personnel file of the person being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly. Except by order of a court of competent jurisdiction, evaluation documents and the responses thereto shall be made available only to the evaluated person, the board of education, the board's legal counsel, the superintendent and his administrative staff, the administrative staff making the evaluation, the board and administrative staff of any school to which the evaluated person applies for employment, and such other persons as specified by the teacher in writing and shall be subject to disclosure at a hearing or trial de novo.

TEACHER EVALUATION (cont'd)

If the evaluation discloses any areas in which improvement can be reasonably expected and desired, the principal shall discuss those areas with the teacher and offer suggestions and recommendations as to how the improvement may be achieved. Such recommendations shall be recorded on the evaluation instrument.

When the evaluating administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the teacher's dismissal or nonreemployment, the administrator will present a Personal Development Plan to the teacher in writing and make reasonable effort to assist the teacher in correcting the poor performance or conduct; and establish a reasonable time for improvement, not to exceed two months.

If the career teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent for the dismissal or nonreemployment of the teacher. A probationary teacher will receive a Personal Development Plan if inadequate teaching performance exists.

The board shall review this evaluation policy on an annual basis following consultation or involvement by representatives selected by the teachers in this district.

REFERENCE: 70 O.S. §6-101.10, et seq.

TLE OBSERVATION AND EVALUATION RUBRIC

TEACHERS

2014-2015

Domain/Relative Weigh	Dimension	Page
Classroom Management 30%	1. Preparation	2
	2. Discipline	2
	3. Building-Wide Climate Responsibility	3
	4. Lesson Plans	4
	5. Assessment Practices	5
	6. Student Relations	6
Instructional Effectiveness 50%	7. Literacy	6
	8. Current State Standards	7
	9. Involves All Learners	7
	10. Explains Content	8
	11. Clear Instruction & Directions	9
	12. Models	9
	13. Monitors	10
	14. Adjusts Based upon Monitoring	11
	15. Established Closure	12
	16. Student Achievement	13
Professional Growth & Continuous Improvement 10%	17. Professional Development	14
	18. Professional Accountability	14
Interpersonal Skills 5%	19. Effective Interpersonal Skills	15
Leadership 5%	20. Professional Involvement & Leadership	15

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TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

Domain: Classroom Management			Dimension: Preparation	
1				
Teacher plans for and executes a lesson relating to short-term and long-term objectives.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.</p> <p>Plans rarely address student diversity nor describe how instruction will be differentiated.</p> <p>Material and equipment are not ready at the start of the lesson or instructional activity.</p>	<p>Occasionally plans for or executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are not consistently in alignment with most current state standards.</p> <p>Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.</p> <p>Materials and equipment are usually not ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.</p> <p>Plans consistently address student diversity and describe how instruction will be differentiated.</p> <p>Ensures materials and equipment are ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designated to maximize learning.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designated to maximize learning time and foster self-directed learning.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity and learning.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

2		Domain: Classroom Management			Dimension: Discipline				
Teacher clearly defines and effectively manages student behavior.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
<p>Standards of conduct have not been established.</p> <p>Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Usually ignores misbehavior and uses an inappropriate voice level/word choice when correction is attempted.</p>		<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not consistently monitors the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Does not consistently address misbehavior and/or uses an inappropriate voice level/word choice to attempt to bring correction.</p>		<p>Establishes, communicates and consistently implements appropriate standards of conduct.</p> <p>Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.</p> <p>Monitors the behavior of students during whole class, small-group and seat work activities and during transitions between instructional activities.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently with a voice level/word choice suitable to the situation.</p>		<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.</p> <p>Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students during whole class, small-group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.</p> <p>As necessary and appropriate, stops misbehavior promptly with a voice level/word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.</p>		<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.</p> <p>Students are engaged and are clear about the expectations of the classroom.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level/word choice, suitable to the student in a manner that promotes positive behavior and relationships and encourages students to self-discipline.</p>	

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

3

Domain: **Classroom Management**Dimension: **Building-Wide Climate****Responsibilities Teacher assures a contribution to building-wide positive climate responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in the projects and initiatives inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

4		Domain: Classroom Management		Dimension: Lesson Plans	
Teacher develops daily lesson plans designed to achieve the identified objectives.					
1 Ineffective		2 Needs Improvement		3 Effective	
4 Highly Effective		5 Superior			
Plans are rarely or never completed.		Plans are not consistently completed.		Plans are developed consistently and on time based upon an analysis of data.	
Never plans with other members of the grade level/school planning teams (when it is an expectation of the campus).		Rarely plans with other members of the grade level/school planning teams (when it is an expectation of the campus).		Plans with other members of the grade level/school planning teams (when it is an expectation of the campus).	
Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	
				Plans are developed consistently and on time, or in advance, based upon an analysis of data.	
				Plans with other members of the grade level/school planning teams (when it is an expectation of the campus).	
				Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.	
				Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	
				Plans are developed consistently and on time, or in advance, based upon an analysis of data, with inherent opportunity for continual revision.	
				Plans with other members of the grade level/school planning teams (when it is an expectation of the campus or based upon collegial decision-making).	
				Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.	
				Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

5		Domain: Classroom Management		Dimension: Assessment Practices					
Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria and support effective instruction.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
<p>Rarely uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is arbitrary and not in accordance with district’s grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is no evidence that the teacher recognizes student progress or achievement.</p>		<p>Inconsistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is not consistently fair or in accordance with district’s grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>		<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair or in accordance with district’s grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.</p>		<p>Consistently uses assessments to evaluate student learning and guide differentiated instruction.</p> <p>Grading is fair, transparent to students and in accordance with district’s grading policies.</p> <p>Assessments provide useful and immediate feedback – separate and apart from grades - that assists students in assessing themselves in meeting their learning goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p>		<p>Consistently uses assessments to evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.</p> <p>Grading systems are fair, and in accordance with district’s grading policies and, as appropriate, developed in collaboration with students.</p> <p>Assessments provide useful and immediate feedback – separate and apart from grades - that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student’s progress and achievement through systematic communication procedures.</p>	

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

6	Domain: Classroom Management			Dimension: Student Relations	
	Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communication with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written and nonverbal communication with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students.</p>	<p>Oral, written and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>	

Domain: Classroom Management			Dimension: Literacy	
7 Teacher embeds the components of literacy into all instructional content.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Literacy (the practice of reading, writing, developing vocabulary, spelling or listening / speaking) is not embedded / woven into instructional lessons as a vehicle for learning in the content and for demonstrating understanding; rather, literacy is presented as a single, stand-alone skill. Instruction is rarely provided through text.	Literacy (the practice of reading, writing, developing vocabulary, spelling or listening / speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning in the content and for demonstrating understanding; rather, literacy is presented as a single, stand-alone skill. Instruction is occasionally provided through text.	Literacy (the practice of reading, writing, developing vocabulary, spelling or listening / speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. As appropriate for the content area, instruction is provided through text.	Literacy, the practice of reading, writing, spelling, or listening and speaking, is embedded in lesson a vehicle for learning the content and for demonstrating understanding and its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems. Instruction is routinely provided through text and teacher requires students to cite text to support answers.	Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology. Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.

Note One: Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples ("turn and talk"); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

Note Two: A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the "bonding agent" or "glue" for the content.

Note Three: Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students' use of literacy strategies is random, isolated or has no connection to the lesson objectives.

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TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

8		Domain: Instructional Effectiveness			Dimension: Current State Standards				
Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Neither understands nor participates (at even the “conversation / awareness” level) in discussions about current state standards.		Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards.		Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.		Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.		Included the narrative descriptions in performance category 4, plus serves as a “change agent” and /or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of the current state standards. This participation level could be initiated via volunteering or being asked.	

9		Domain: Instructional Effectiveness		Dimension: Involves All Learners	
Teacher uses active learning, questioning techniques and/or guided practices to involve all students.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson or only a few students are in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50% of the class time.	Engages most students in active learning experiences 80% of the class time.	Engages an overwhelming majority of students in active learning 80% of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80% of the class time and students initiate or develop their own activities to enhance their learning.	
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the high levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.	
Displays no knowledge of student' interests and skills.		Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.	
		Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.	

Note: Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

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TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

10		Domain: Instructional Effectiveness		Dimension: Explains Content	
Teacher teaches the objectives through a variety of methods.					
1 Ineffective		2 Needs Improvement		3 Effective	
4 Highly Effective		5 Superior			
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p> <p>Technology is not used as designed and not used as an instructional tool.</p>		<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) go support instructional outcomes and meet varied student needs/ learning styles/ multiple intelligences.</p> <p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>		<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) go support instructional outcomes and meet varied student needs/ learning styles/ multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	
<p>Successfully uses a variety of (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) go support instructional outcomes and meet varied student needs/ learning styles/ multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p> <p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>		<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>			

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

1100

Domain: Instructional Effectiveness

Dimension: Clear Instruction &

Directions Teacher provides clear instruction and direction.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instruction, directions and procedures are not provided or are confusing when instruction/directions are initially inaccurate or confusing to students, does offer clarifying instruction or directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>When instruction/directions are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides directions and procedures, in a variety of delivery modes, e.g., verbal, modeling, visual demonstration, etc., that are clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to student's ages and interests.</p>	<p>Provides instruction, directions and procedures, in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4. Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth structured transitions between lessons and instructional activities and gives clear concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends student's vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

12	Domain: Instructional Effectiveness			Dimension: Models	
	Teacher demonstrates/models the desired skill or process.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
	Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's started objective.

13		Domain: Instructional Effectiveness		Dimension: Monitors	
Teacher checks to determine if students are progressing toward stated objectives.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed / re-teaches it to the whole class.	
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual/group.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.	
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses student response techniques to check for understanding.	Immediately and adeptly uses feedback concerning student's understanding.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses feedback from students regarding their understanding.	Routinely uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.		

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

14		Domain: Instructional Effectiveness		Dimension: Adjusts Based Upon	
Monitoring Teacher changes instruction based on the results of monitoring.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p> <p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p> <p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p> <p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p> <p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate And makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.</p> <p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to re-teach. Uses peer tutoring to facilitate mastery of skills.</p> <p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>	

15		Domain: Instructional Effectiveness		Dimension: Establishes Closure	
Teacher summarizes and fits into context what has been taught.					
1 Ineffective		2 Needs Improvement		3 Effective	
The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.		The teacher does not consistently summarize the main points of the instruction into the lesson.		Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate solidify student learning and help students organize the information into a meaningful context.	
Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.		Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.		Connects what is learned to prior learning.	
4 Highly Effective		5 Superior			
Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.		Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.		Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.	
Students summarize in a variety of ways and reflect on their own learning.		Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.			
Relates instruction to prior and future learning.					

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TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

Domain: Instructional Effectiveness		Dimension: Student Achievement		
16 Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning.</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students.</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to standard/current state standard/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP working with individual students to develop a mutually acceptable plan for "success".</p> <p>Provides frequent/ timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to standard/current state standard/district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success".</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to standard/current state standard/district curriculum.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

17	Domain: Professional Growth and Continuous Improvement			Dimension: Professional Learning	
	Uses Professional Growth as a continuous Improvement Strategy				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, department level, internal/school-wide and/or external publication. Writings that could be used as “models” may include classroom newsletters, parent/community communications, etc.	

18	Domain: Professional Growth and Continuous Improvement			Dimension: Professional	
	Accountability Exhibits behaviors and efficiencies associated with professionalism.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timeliness and other time sensitive info/compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timeliness and other time sensitive info/compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timeliness and other time sensitive info/compliance requests.	

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TLE OBSERVATION AND EVALUATION RUBRIC-TEACHERS (cont.)

19

Domain: **Interpersonal Skills**Dimension: **Effective Interpersonal****Skills Effective Interactions and Collaboration with Stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.</p> <p>Does not consult or collaborate with other staff members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.</p> <p>Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.</p>	<p>Interacts with families and colleagues in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and colleagues and engages them in the educational program.</p> <p>Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.</p>	<p>Communicates consistently with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

20

Domain: **Leadership**Dimension: **Professional Involvement &****Leadership Exhibits Positive Leadership through Varied Involvements.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Consistently declines becoming involved in school or district events when asked.</p> <p>Impedes colleagues' efforts to share their knowledge or assume professional responsibility.</p> <p>Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>Avoids becoming involved in school or district events.</p> <p>Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Agrees to participate in school or district events when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.</p> <p>Actively participates in assisting other educators in their growth as professionals.</p> <p>Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.</p>	<p>Develops or leads important school or district events.</p> <p>Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.</p> <p>Leads others to challenge and reject biased negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>

TLE OBSERVATION FORM TEACHERS (cont.)

Teacher: _____ Date(s) of observations: __/__/__, __/__/__

School: _____ Assignment: _____ Employee Number: _____

See RUBRIC for detailed definitions. Insert ONE of the following:
 1=Ineffective; 2=Needs Improvement; 3=Effective; 4=Highly Effective;
 5=Superior; N/A=Not Applicable; N/O=Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "~"!
 INSERT ONLY ONE NUMBER IN A ROW.

CLASSROOM MANAGEMENT

	1	2	3	4	5
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.					
Teacher clearly defines expected behavior.					
Teacher assures a contribution to building-wide positive climate responsibilities.					
Teacher develops daily lesson plans designed to achieve the identified objectives.					
Teacher acknowledges student progress and uses assessment practices that are fair and based on identified criteria.					
Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and enthusiasm for the curriculum.					

INSTRUCTIONAL EFFECTIVENESS

Teacher embeds the components of literacy into all instructional content.					
Teacher understands and optimizes the delivery focus of Common Core State Standards and the expectations derived from same on student learning and achievement.					
Teacher uses active learning, questioning techniques and/or guided practices to involve all students.					
Teacher teaches the objectives through a variety of methods.					
Teacher gives directions that are clearly stated and relate to the learning objectives.					
Teacher demonstrates / models the desired skill or process.					
Teacher checks to determine if students are progressing toward stated objectives.					
Teacher changes instruction based on the results of monitoring.					
Teacher summarizes and fits into context what has been taught.					
Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

Uses professional growth as a continuous improvement strategy.					
Exhibits behavior and efficiencies associated with professionalism.					

INTERPERSONAL SKILLS

Effective interactions and collaboration with stakeholders.					
---	--	--	--	--	--

LEADERSHIP

Exhibits positive leadership through varied involvements.					
---	--	--	--	--	--

Summary of Effectiveness by DOMAIN:

Average

Weight of Domain by %

CLASSROOM MANAGEMENT	30%
INSTRUCTIONAL EFFECTIVENESS	50%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	10%
INTERPERSONAL SKILLS LEADERSHIP	5%
LEADERSHIP	5%

COMPOSITE, WIEGHTED AVERAGE for EVALUATION

NOTE: FROM TO RANKING

Less than 1.8.....Ineffective
 Equal to or greater than 1.8.....Less than 2.8.....Needs Improvement
 Equal to or greater than 2.8.....Less than 3.8.....Effective
 Equal to or greater than 3.8.....Less than 4.8.....Highly Effective
 Equal to or greater than 4.8.....Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Teacher's Signature* _____ Date: _____

Evaluator's Signature* _____ Date: _____

*The Teacher's Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.

LIBRARY MEDIA SPECIALIST PERFORMANCE EVALUATION

EVALUATION: Check (✓) one of the three columns at the right.

Satisfactory: Meets or exceeds district standards

Progressing: Does not meet minimum district standards

Unsatisfactory: Requires Plan of Improvement

	S	P	U
I. ADMINISTRATIVE			
1. Plans and implements the school library media program.			
2. Designs the information skills curriculum.			
3. Plans and administers the budget.			
4. Cooperates with other school library media centers, local libraries and other library systems.			
5. Participates in selecting library media staff.			
6. Supervises and trains library media staff.			
7. Establishes efficient acquisitions and processing procedures.			
8. Ensures the collection is current and accessible.			
9. Administers and maintains essential records and statistics of library media center operations.			
II. EDUCATIONAL			
10. Provides students and faculty with library resources.			
11. Selects and builds a collection of print and non-print media appropriate to the educational program and student needs.			
12. Provides materials for the professional growth of the faculty.			
13. Provides user guidance in locating and using library resources.			
14. Helps students develop skills in the use of reference materials.			
15. Works with the library staff to create an environment that encourages life-long learning.			
16. Plans cooperatively with teachers in the implementation of instructional units.			
III. TECHNICAL			
17. Maintains library media information and operations systems.			
18. Catalogs and maintains either automated/non-automated library media data base.			
19. Schedules and provides meeting areas with necessary equipment.			
IV. PROFESSIONAL			
20. Maintains an effective relationship with students, staff and community.			
21. Participates in the development and implementation of school policies and procedures.			
22. Keeps self up-to-date in areas of specialization.			
23. Takes advantage of in-service education opportunities.			
24. Assists in out-of-class activities, including student management.			
25. Shares ideas, materials, and methods with professional colleagues.			
26. Shares in the evaluation of effectiveness of educational programs.			
27. Consults with previous teacher, team leaders, department heads, consultants, and specialists to improve the teaching-learning process.			
28. Interprets school programs to parents and to the community as opportunity occurs.			
29. Exercises professional judgment regarding promptness, attendance, and absence from work.			

LIBRARY MEDIA SPECIALIST PERFORMANCE EVALUATION

Name _____ Building _____

Present Assignment _____

Extended Duty Assignments, if any _____

Period Covered By Report _____

Date pre-observation conference was held: _____

Date formal observation was held: _____

Date post-observation conference was held: _____

[] Probationary Library Media Specialist [] Library Media Specialist

Number of years of certified service including this year:

a. in this school: _____

b. in this district: _____

c. in all districts: _____

OVERALL PERFORMANCE APPRAISAL

[]
 *Unsatisfactory
 (Attach Plans)

[]
 Progressing
 (Attach Reasons)

[]
 Satisfactory

Failure to correct unsatisfactory performance may lead to the specialist's dismissal or non-reemployment.

Specialist's statement of understanding: I understand that my signature means I have read and had an opportunity to discuss the evaluation and that I have a right to attach a written response to this evaluation within two weeks from the date of the post-observation conference.

Library Media Specialist's Signature_____
Evaluator's Signature_____
Date of Signing_____
Date of Signing

LIBRARY MEDIA SPECIALIST PERFORMANCE EVALUATION

Strengths, Concerns and Recommendations

Name: _____ Building: _____ Date: _____

- I. ADMINISTRATIVE
- II. EDUCATIONAL
- III. TECHNICAL
- IV. PROFESSIONAL

Strengths:_____
Concerns:_____
Recommendations:

FACTORS OUTSIDE THE LIBRARY MEDIA SPECIALIST'S CONTROL WHICH INFLUENCE THE LIBRARY MEDIA SPECIALIST'S PROCESS

- I. Physical factors (outside noise, materials and equipment available).
- II. Scheduling (specialist-pupil ratio, unique student problems).
- III. Extracurricular activities and responsibilities which require time and energy outside of job duties: (attending school, community demands on time).
- IV. List other unusual conditions.

PROFESSIONAL GROWTH AND ACTIVITY RECORD

Name: _____ School: _____

Position: _____ School Year: _____

Please list the activities or growth experiences in which you have been engaged during the past year which are in addition to minimum district in-service training.

- I. In-service training, academic credit, or other areas of professional improvement beyond regular district staff development activity:

- II. Service on system-wide committees: (other than professional organizations).

- III. Service on local school committees:

- IV. Other activities which have contributed to your effectiveness: (travel, professional organizations, civic activities, etc.)

- V. Services you feel the principal and/or other administrators should provide to improve the quality of your work: (workshops, consultant services, visitations).

**TLE OBSERVATION AND EVALUATION RUBRIC
COUNSELORS**

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	3
	5. Demonstrates Accountability	4
	6. Consultation and Collaboration	5
	7. Assists with Building-Wide Assessment	6
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	6
Professional Growth & Continuous Improvement 10%	9. Exhibits Professional Behaviors and Efficiencies	7
	10. Uses Professional Growth as an Improvement Strategy	8
Interpersonal Skills 20%	11. Effective Interactions/Communications With Stakeholders	9
	12. Participates in Fair Share Duties	10
Leadership 20%	13. Leadership Involvements	10
	14. Advocates for Educational Equity	10

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**1**Domain: **Counselor Center Management**Dimension: **Work Area Environment**

The Counselor will optimize the physical learning environment to assure efficacy/student learning advantage in alignment with counseling management best practices.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning/counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning/counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

2Domain: **Counselor Center Management**Dimension: **Comprehensive Counseling Plan**

The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no guidance program to support students' academic, career and personal/social development.</p>	<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>	<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal/social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**3**Domain: **Counselor Center Management**Dimension: **Building Climate**

The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor makes no contribution to the building's climate.	The school counselor's contributions to the building climate are haphazard and random.	<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>In addition, collaborates with parents, teachers and staff regarding school's needs.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.</p>

4Domain: **School Counseling Effectiveness**Dimension: **Monitors Student Progress**

School counselor monitors student progress to maximize student achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no system for ensuring that students meet district promotional criteria.</p> <p>Does not inform parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Does not communicate progress to parents / guardians in a consistent and reliable manner.</p>	<p>Utilizes an inconsistent system for ensuring that students meet district promotional criteria.</p> <p>Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents / guardians in an inconsistent and unreliable manner.</p>	<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents/ guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, provides student advisement/CST and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans /focused on developing an academic plan into the future related to students' needs and interests.</p> <p>Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)</p>

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**5**Domain: **School Counseling Effectiveness**Dimension: **Accountability Reports****School Counselor demonstrates accountability.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor does not use data to measure program effectiveness.	The school counselor uses data in a random, inconsistent manner.	<p>School counselor accesses baseline data to show areas of school need to regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>	<p>School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline.</p> <p>Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner.</p> <p>Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**6**Domain: **School Counseling Effectiveness**Dimension: **Consults and Collaborates**

The School Counselor creates a professional receiving/open climate so as to insure that Faculty and Staff activity solicit the counselor's special expertise in students' emotional, career and academic progress.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.	The school counselor participates in some school committees, but does not engage fully in collaborative activities.	<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>	<p>Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth.</p> <p>School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares advisory team input with building leadership to facilitate any needs as determined.</p> <p>The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parent, etc.</p> <p>School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**7**Domain: **School Counseling Effectiveness**Dimension: **Student Assessment(testing, surveys)****School Counselor participates in the school-wide assessment program.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor rarely or never attends district mandatory meetings required for building level assessments.</p> <p>School counselor shows no evidence of planning and executing an effective building assessment program.</p>	<p>School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor inconsistently attends district mandatory meetings required for building level assessments.</p> <p>School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.</p>	<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.</p> <p>Assists in the organization and delivery of testing results to students, parents, and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap.</p> <p>The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.</p>

8Domain: **School Counseling Effectiveness**Dimension: **Skills and Temperament****School Counselor exhibits the skills and temperament to manage students' crises.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.</p>	<p>The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.</p>	<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)

9

Domain: **School Counseling Effectiveness**Dimension: **Behaviors and Efficiencies****Exhibits behaviors and efficiencies associated with professionalism.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 –Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information/compliance requests as delineated in category 3-Effective.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**10**Domain: **Professional Growth and Continuous Improvement**Dimension: **Strategy****Uses professional growth as a continuous improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-side and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent/community communications, etc.

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)

11 Domain: Interpersonal Skills		Dimension: Interactions and Communications		
Effective interactions and communications with stakeholders.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators.</p> <p>Willingness to share site –designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly and respectfully understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-COUNSELORS (cont.)**12**Domain: **Interpersonal Skills**Dimension: **Fair Share Duties****Counselor participates in Fair Share Duties and Responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.

13Domain: **Interpersonal Skills**Dimension: **Involvements****School Counselor leads and participates in school-wide efforts to involve parents.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events. Avoids becoming involved in school and district projects. Makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in school events when asked. Participates in school and district projects when asked. Finds way to contribute to the profession and follows through.	Volunteers to participate in school events making a substantial contribution. Volunteers to participate in school and district projects making a substantial contribution. Participates actively in assisting other educators.	Includes the narrative descriptions in performance category 4. Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life. Volunteers to participate in school/district projects, making a substantial contribution / leadership role in a major school or district project.

14Domain: **Leadership**Dimension: **Advocating Equality****School Counselor advocates effectively for equity issues affecting the educational progress of students.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Makes no effort to share knowledge with others or to assume professional responsibilities. Rarely contributes to the modification of school practices that would result in students being better served by the school.	Finds ways to contribute to the profession and follows through. Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.	Works within the content of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed. Assumes a proactive role in successfully removing barriers thereby maximizing student success.	Includes the narrative descriptions in performance category – 4. Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.

TLE OBSERVATION FORM COUNSELORS

<u>Domain</u>	<u>Dimension</u>	<u>Page</u>
Organization and Management	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
Instructional Support	4. Monitors Student Progress	3
	5. Demonstrates Accountability	3
	6. Consultation and Collaboration	4
	7. Assists with Building-Wide Assessment	4
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	4
	9. Exhibits Professional Behaviors and Efficiencies	5
Professional Growth & Continuous Improvement	10. Uses Professional Growth as an Improvement Strategy	5
Interpersonal Skills	11. Effective Interactions/Communications With Stakeholders	5
	12. Participates in Fair Share Duties	6
Leadership	13. Leadership Involvements	6
	14. Advocates for Educational Equity	6

Educator Name: _____ School Name: _____

Evaluator Name: _____

	Observation 1	Observation 2	Observation 3
Date			
Observation Conf. Date			
Educator's initials			
Observer's Initials			

TLE OBSERVATION FORM COUNSELORS (cont.)

#	Domain	Indicator No.	Indicator	Observer's Coding: 3, +, -, N/A, or N/O	Dimension
		3 – Effective		Obs. 1 Obs. 2 Obs. 3	
<i>Rubric's description of professional proficiency at a 3-Effective Level.</i>					
<i>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator – up to and including, the date of the classroom observation.</i>					
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>					

#	Domain: Counselor Center Management	Dimension: Work Area Environment
1	The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.		
Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.		
Comments:		

#	Domain: Counselor Center Management	Dimension: Comprehensive Counseling Plan
2	The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
Delivers district-provided curriculum (e.g., 2 nd step, bully proofing) to all students.		
Coordinates ongoing systemic activities to help students on an individual and small group basis.		
Comments:		

TLE OBSERVATION FORM COUNSELORS (cont.)**3**Domain: **Counselor Center Management**Dimension: **Building Climate**

The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, et. And designs interventions to address these.

School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)

School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.

Comments:**4**Domain: **School Counseling Effectiveness**Dimension: **Monitors Student Progress**

School counselor monitors student progress to maximize student achievement.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

Has A consistent system for ensuring that students meet district promotional criteria.

Informs parents/guardians that a student needs intervention(s) to meet with school success.

Communicates progress to parents/guardians in a consistent and reliable manner.

Provide students referrals to summer school programs; tutoring, mentoring, etc. informs parents of possible retention.

Comments:**5**Domain: **School Counseling Effectiveness**Dimension: **Accountability Reports**

School counselor demonstrates accountability.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.

School counselor demonstrates accountability for time spent working with students.

Comments:

TLE OBSERVATION FORM COUNSELORS (cont.)**6**Domain: **Counselor Center Management**Dimension: **Consults and Collaborates**

The school counselor creates a professional receiving/open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.

The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.

School counselor establishes contact with outside agencies and school community partners to respond to student crisis.

Comments:**7**Domain: **Counselor Center Management**Dimension: **Student Assessment(testing, surveys)**

The school counselor participates in the school-wide assessment program.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

School counselor attends all mandatory meetings required at the building level related to student assessment.

School counselor attends district mandatory meetings required for building level assessments.

School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.

Comments:**8**Domain: **Counselor Center Management**Dimension: **Skills and Temperament**

School Counselor exhibits the skills and temperament to manage students' crises.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)

School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.

Comments:

TLE OBSERVATION FORM COUNSELORS (cont.)

9	Domain: Counselor Counseling Effectiveness	Dimension: Behaviors and Efficiencies		
	Exhibits behaviors and efficiencies associated with professionalism.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.				
Comments:				

10	Domain: Professional Growth and continuous Improvement	Dimension: Strategy		
	Uses professional growth as a continuous improvement strategy.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Participates in the required minimum hours of professional development updating their content knowledge and current professional practice.				
Comments:				

11	Domain: Interpersonal Skills	Dimension: Interactions and Communications		
	Effective interactions and communications with stakeholders.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Interacts with families in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.				
Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops.				
Comments:				

TLE OBSERVATION FORM COUNSELORS (cont.)

12	Domain: Interpersonal Skills	Dimension: Fair Share Duties		
	Counselor participates in Fair Share Duties and Responsibilities.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.				
Comments:				

13	Leadership	Dimension: Involvements		
	School Counselor leads and participates in school-wide efforts to involve parents.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Participates in school events when asked.				
Participates in school and district projects when asked.				
Finds ways to contribute to the profession and follows through.				
Comments:				

14	Leadership	Dimension: Advocating Equity		
	School Counselor advocates effectively for equity issues affecting the educational progress of students.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Finds ways to contribute to the profession and follows through.				
Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.				
Comments:				

TLE OBSERVATION FORM COUNSELORS (cont.)

LAWTON PUBLIC SCHOOLS-COUNSELOR'S CONFIDENTIAL EVALUATION

Counselor: _____ Date(s) of observations: ____/____/____, ____/____/____

School: _____ Assignment: _____ Employee Number: _____

See RUBRIC for detailed definitions. Insert ONE of the following:
 1=Ineffective; 2=Needs Improvement; 3=Effective; 4=Highly Effective;
 5=Superior; N/A=Not Applicable; N/O=Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "✓"!
 INSERT ONLY ONE NUMBER IN A ROW.

COUNSELOR CENTER MANAGEMENT

	1	2	3	4	5
1 The Counselor will optimize the physical learning environment to assure efficacy /student learning advantage in alignment with counseling management best practices.					
2 The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.					
3 The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.					

SCHOOL COUNSELING EFFECTIVENESS

4 School Counselor monitors student progress to maximize student achievement.					
5 School Counselor demonstrates accountability.					
6 The School Counselor creates a professional receiving / open climate to insure that Faculty and Staff actively solicit the counselor's special expertise in student's emotional, career and academic progress.					
7 School Counselor participates in the school-wide assessment program.					
8 School Counselor exhibits the skills and temperament to manage student's crises.					
9 Exhibits behavior and efficiencies associated with professionalism.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

10 Uses professional growth as a continuous improvement strategy.					
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INTERPERSONAL SKILLS

11 Effective interactions and collaboration with stakeholders.					
12 Counselor participates in Fair Share Duties and Responsibilities.					

LEADERSHIP

13 School Counselor leads and participates in school-wide efforts to involve parents.					
14 School Counselor advocates effectively for equity issues affecting the educational progress of students.					

Summary of Effectiveness by DOMAIN:

COUNSELOR CENTER MANAGEMENT

Average

Weight of Domain by %

SCHOOL COUNSELING EFFECTIVENESS

20%

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

30%

INTERPERSONAL SKILLS LEADERSHIP

10%

LEADERSHIP

20%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION

20%

NOTE: FROM TO RANKING

Less than 1.8.....Ineffective
 Equal to or greater than 1.8.....Less than 2.8.....Needs Improvement
 Equal to or greater than 2.8.....Less than 3.8.....Effective
 Equal to or greater than 3.8.....Less than 4.8.....Highly Effective
 Equal to or greater than 4.8.....Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Counselor's Signature* _____ Date: _____

Evaluator's Signature* _____ Date: _____

*The Counselor's Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.

TLE OBSERVATION AND EVALUATION RUBRIC DEANS

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 25%	1. Discipline	2
	2. Building-Wide Climate	2
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	3
Instructional Support 25%	5. Building Safety and Security	4
	6. Monitors	4
Professional Growth & Continuous Improvement 10%	7. Uses Professional Growth as an Improvement Strategy	5
	8. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills 30%	9. Effective Interactions/Communications with Guardian(s)	6
	10. Effective Interactions/Communications with Students	7
	11. Effective Interactions/Communications with Faculty/Staff and Community Resources	8
Leadership 10%	12. Leadership Involvements	9

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

1

Domain: **Organization and Management**Dimension: **Discipline****The Dean clearly defines expected student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Standards of conduct have not been established. Students are unaware of behavioral expectations. Usually ignores inappropriate behavior and uses an inappropriate voice level/word choice when correction is attempted.	Standards of conduct have been established with inconsistent implementation. Students are somewhat aware of behavioral expectations. Most of the time ignores inappropriate behavior and /or uses an inappropriate voice level/word choice to attempt to bring correction.	Establishes standards of conduct and implements with consistency. Reiterates to ensure that students are aware of behavioral expectations. Stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice.	Standards of conduct have been established with consistent peer-based implementation. All students are aware of behavioral expectations. Stops inappropriate behavior promptly and consistently, with an appropriate voice level/word choice, while maintaining the dignity of the student.	Standards of conduct have been established with consistent peer monitoring. All students are aware of behavioral expectations and they follow the procedures. Stops inappropriate behavior promptly and consistently, with an appropriate voice level/word choice, maintaining the dignity of the student and encouraging student to self-discipline.

2

Domain: **Organization and Management**Dimension: **Building Wide Climate****The Dean assures a contribution to building wide positive climate responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school. Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep student healthy and safe.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time. Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep student healthy and safe.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school. Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep student healthy and safe.	Participates actively in school projects and initiatives that contribute to promoting orderly behavior throughout the school volunteering for extra assignments/time periods. Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep student healthy and safe. Offers enhancements and suggestions to procedures and guidelines.	Makes substantial contribution to school projects and initiatives that contribute to promoting orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate. Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep student healthy and safe. Is proactive in intervening on behalf of children and staff.

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

3

Domain: **Organization and Management**Dimension: **Record Keeping/Data Assessment****The Dean generates and maintains accurate records and analyzes data.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records are inconsistent and insufficient to determine student's overall progress and are not based on the district's discipline policy.</p> <p>There is no evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is no evidence that the dean recognizes student progress or achievement.</p> <p>There is no evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are rarely consistent and are not based on the district's discipline policy.</p> <p>There is little evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is little evidence that the dean recognizes student progress or achievement.</p> <p>There is little evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are consistent and accurate and are based on the district's discipline policy.</p> <p>Uses data from records to guide intervention strategies.</p> <p>Recognizes student progress or achievement.</p> <p>Is knowledgeable of knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p>	<p>Includes the narrative descriptions in category 3, plus</p> <p>Provides frequent/timely feedback to student, teacher or parent.</p> <p>Works with individual students to develop a mutually acceptable plan for "success"</p>	<p>Includes the narrative descriptions in performance category 4, plus</p> <p>Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>Disaggregates data and identifies trends that affect the building-wide climate.</p>

4

Domain: **Organization and Management**Dimension: **Work Area Environment****The Dean optimizes the physical environment to assure efficacy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The office (as set up by the dean) prohibits order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and intended.</p>	<p>The office lacks organization for order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The office is organized for providing order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well place in locations that enhance their functions and do not interfere with other functions.</p>	<p>The office is organized for order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well place in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the office could serve as an exemplary model for replication.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

5

Domain: **Instructional Support**Dimension: **School-wide Safety & Security****The Dean utilizes the District Behavior Response Plan to ensure building safety and security.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Fails to distribute Behavior Response Plan and campus student handbook.</p> <p>Fails to ensure students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to follow the BRP when administering discipline consequences.</p>	<p>Fails to distribute Behavior Response Plan and campus student handbook to incoming student during the year.</p> <p>Fails to ensure incoming students sign for a copy of BRP or have not reviewed with student.</p> <p>Fails to consistently follow the BRP when administering discipline consequences.</p>	<p>Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.</p> <p>Collects validation signatures that all students have received and reviewed the BRP and Student handbook.</p> <p>Administers student discipline consequences in accordance with the BRP.</p>	<p>Includes the narrative description in performance category 3 plus:</p> <p>Holds grade/school-wide forums to promote building*wide understanding of behavior expectations.</p>	<p>Includes the narrative description in performance category 4 plus:</p> <p>Provides and schedules guest speakers to further educate on bullying, gangs, drug and alcohol abuse, etc.</p>

6

Domain: **Instructional Support**Dimension: **Monitors****The Dean is visible during the school day and monitors common areas to maintain student safety and security.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Never moves around the building during the school day.</p> <p>Never uses student response techniques to promote positive behavior.</p> <p>Never uses feedback concerning student's behavior.</p> <p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom moves around the building during the school day. When movement happens, it is to the same area of the building.</p> <p>Seldom uses student response techniques to promote positive behavior.</p> <p>Seldom uses feedback concerning student's behavior.</p> <p>Seldom uses wait time after voicing a question to the students.</p>	<p>When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.</p> <p>Uses different types of student response techniques, both individual/group.</p> <p>Uses student response techniques to increase positive behaviors.</p> <p>Student's understanding is evaluated by feedback.</p> <p>Uses wait time of 3-5 seconds (more for questions that are more complex) after voicing the question. This approach helps students formulate response that is more thoughtful and allows time for the student to consider positive behavior.</p>	<p>Moves to all areas of the building with efficiency and effectiveness to promote and reinforce positive student behaviors. Makes eye contact with all students often.</p> <p>Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's behavior.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for complex questions) after voicing the question. This approach helps students formulate response that is more thoughtful and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Moves throughout the building to assure optimal impact and to promote and reinforce positive student behaviors. When a problem is observed reviews with the student(s).</p> <p>Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to review expected behavior(s).</p> <p>Delivers upon all of performance category 4 and is able to assess when question/wait time is no longer effective and employs a different strategy/technique.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

7

Domain: **Professional Growth and Continuous Improvement**
Uses Professional Growth as a Continuous Improvement Strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the dean makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Certification and/or writing articles for department level, internal/school-wide and/or external publication. Writings that could be used as "models", parent/community communications, etc.

8

Domain: **Professional Growth and Continuous Improvement**
Exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effectiveness.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Serves as a model and mentor consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

9

Domain: **Interpersonal Skills**
Effective Interactions and Communications with Families.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Or, written and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive, and rarely requires further explanations.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program supports their participation.</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse families.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based out the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

10

Domain: **Interpersonal Skills****Effective Interactions and Communications with Students.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and does not attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with students and engages them in the educational program.</p> <p>Oral, written and nonverbal communications is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with students and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Oral, written and nonverbal communications is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse students.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

11

Domain: **Interpersonal Skills****Effective Interactions and Communications with Staff and Community.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to staff/community and does not attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with staff/community and engages them in the educational program.</p> <p>Oral, written and nonverbal communications is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with staff/community and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Oral, written and nonverbal communications is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse staff/community.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-DEANS (cont.)

12

Domain: **Leadership**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or departments to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school/district projects making a substantial contribution/leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>

**TLE OBSERVATION FORM
DEANS**

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Discipline	2
	2. Building-wide Climate	2
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	3
Instructional Support	5. Building Safety and Security	3
	6. Monitors	4
Professional Growth & Continuous Improvement	7. Uses Professional Growth as an Improvement Strategy	4
	8. Exhibits Professional Behaviors and Efficiencies	4
Interpersonal Skills	9. Effective Interactions/Communications With Guardian(s)	5
	10. Effective Interactions/Communications With Students	5
	11. Effective Interactions/Communications With Faculty/Staff and Community Resources	6
Leadership	12. Leadership Involvements	7

Educator Name: _____ School Name: _____

Evaluator Name: _____

	Observation 1	Observation 2	Observation 3
Date			
Observation Conf. Date			
Educator's initials			
Observer's Initials			

TLE OBSERVATION FORM-DEANS (cont.)

Indicator No.		Observer's Coding: 3, +, -, N/A, or N/O		
#	Domain	Dimension		
Indicator		Obs. 1	Obs. 2	Obs. 3
	3 – Effective <i>Rubric's description of professional proficiency at a 3-Effective Level.</i>			
Note: <i>The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator – up to and including, the date of the classroom observation.</i>				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Organization and Management The Dean clearly defines expected student behavior.	Dimension: Discipline		
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
	Establishes standards of conduct and implements with consistency.			
	Reiterates to ensure that students are aware of behavioral expectations.			
	Stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice.			
Comments:				

2	Domain: Organization and Management	Dimension: Building Wide Climate		
	The Dean assures a contribution to building wide positive climate responsibilities.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.			
	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep student healthy and safe.			
Comments:				

TLE OBSERVATION FORM-DEANS (cont.)

3

Domain: **Organization and Management**Dimension: **Record Keeping/Data Assessment****The Dean generates and maintains accurate records and analyzes data.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Records are consistent and accurate and are based on the district's discipline policy.

Uses data from records to guide intervention strategies.

Recognizes student progress or achievement.

Is knowledgeable of knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.

Provides required feedback to student, roster teacher and/or parent.

Comments:

4

Domain: **Organization and Management**Dimension: **Work Area Environment****The Dean optimizes the physical environment to assure efficacy.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

The office is organized for providing order, cleanliness, safety and ease of traffic flow.

Physical resources are well place in locations that enhance their functions and do not interfere with other functions.

Comments:

5

Domain: **Organization and Management**Dimension: **School-wide Safety & Security****The Dean utilizes the District Behavior Response Plan to ensure building safety and security.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.

Collects validation signatures that all students have received and reviewed the BRP and Student handbook.

Administers student discipline consequences in accordance with the BRP.

Comments:

TLE OBSERVATION FORM-DEANS (cont.)

6

Domain: **Instructional Support**Dimension: **Monitors****The Dean is visible during the school day and monitors common areas to maintain student safety and security.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.

Uses different types of student response techniques, both individual/group.

Uses student response techniques to increase positive behaviors.

Student's understanding is evaluated by feedback.

Uses wait time of 3-5 seconds (more for questions that are more complex) after voicing the question. This approach helps students formulate response that is more thoughtful and allows time for the student to consider positive behavior.

Comments:

7

Domain: **Professional Growth and Continuous Improvement****Uses Professional Growth as a Continuous Improvement Strategy.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.

Comments:

8

Domain: **Professional Growth and Continuous Improvement****Exhibits behaviors and efficiencies associated with professionalism.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.

Comments:

TLE OBSERVATION FORM-DEANS (cont.)

9

Domain: **Interpersonal Skills**
Effective Interactions and Communications with Families.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

Interacts with families in a timely, consistent, positive and professional manner.

Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.

Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive, and rarely requires further explanations.

Comments:

10

Domain: **Interpersonal Skills**
Effective Interactions and Communications with Students.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

Interacts with students in a timely, consistent, positive and professional manner.

Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.

Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal)) that are clear, considerate, and positive and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Comments:

TLE OBSERVATION FORM-DEANS (cont.)

11

Domain: **Interpersonal Skills****Effective Interactions and Communications with Staff and Community.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Interacts with students in a timely, consistent, positive and professional manner.

Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.

Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal)) that are clear, considerate, and positive and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Comments:

12

Domain: **Leadership****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs.

Comments:

TLE OBSERVATION FORM-DEANS (cont.)

LAWTON PUBLIC SCHOOLS-DEAN'S CONFIDENTIAL EVALUATION

Counselor: _____ Date(s) of observations: ____/____/____, ____/____/____

School: _____ Assignment: _____ Employee Number: _____

See RUBRIC for detailed definitions. Insert ONE of the following:
 1=Ineffective; 2=Needs Improvement; 3=Effective; 4=Highly Effective;
 5=Superior; N/A=Not Applicable; N/O=Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "✓"
 INSERT ONLY ONE NUMBER IN A ROW.

ORGANIZATION AND MANAGEMENT

1	2	3	4	5
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1	The Dean clearly defines expected student behavior.					
2	The Dean assures a contribution to building-wide positive climate responsibilities.					
3	The Dean generates and maintains accurate records and analyzes data.					
4	The Dean optimizes the physical environment to assure efficacy.					

INSTRUCTIONAL SUPPORT

5	The Dean utilizes the District Behavior Response Plan to ensure building safety and security.					
6	The Dean is visible during the school day and monitors common areas to maintain student safety and security.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

7	Uses professional growth as a continuous improvement strategy.					
8	Exhibits behaviors and efficiencies associated with professionalism.					

INTERPERSONAL SKILLS

9	Effective interactions and communications with families.					
10	Effective interactions and communications with students.					
11	Effective interactions and communications with staff and community.					

NOTE: N/A or N/O cannot be used for Domains with only a single indicator; Uses 1, 2, 3, 4, or 5 ONLY.

LEADERSHIP

12	Leadership					
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Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by %
ORGANIZATION AND MANAGEMENT		25%
INSTRUCTIONAL SUPPORT		25%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT		10%
INTERPERSONAL SKILLS LEADERSHIP		30%
LEADERSHIP		10%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION

NOTE:	FROM	TO	RANKING
	Less than 1.8.....		Ineffective
	Equal to or greater than 1.8.....	Less than 2.8.....	Needs Improvement
	Equal to or greater than 2.8.....	Less than 3.8.....	Effective
	Equal to or greater than 3.8.....	Less than 4.8.....	Highly Effective
	Equal to or greater than 4.8.....		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.
 Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Dean's Signature* _____ Date: _____

Evaluator's Signature* _____ Date: _____

*The Dean's Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.

TLE OBSERVATION AND EVALUATION RUBRIC NURSES

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Program Management 35%	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
Instructional Skills 10%	5. Educational Impact	3
Professional Services 35%	6. Assessment	4
	7. Records	4
	8. Nursing Services	5
Professional Growth & Continuous Improvement 10%	9. Uses Professional Growth as an Improvement Strategy	6
	10. Exhibits Professional Behaviors and Efficiencies	6
Interpersonal Skills 5%	11. Effective Interactions/Communications With Stakeholders	7
Leadership 5%	12. Leadership Involvements	8

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

1	Domain: Program Management			Dimension: Program Scheduling	
	Establishes a school health program within a goal-based schedule.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal –based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.	

2	Domain: Program Management		Dimension: Collaboration		
	Collaboration is the fundamental key for the successful delivery of health services.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
	Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.

3	Domain: Program Management	Dimension: Clinic Environment			
	The Nurse optimizes the physical environment to assure efficacy/student health and safety advantages in alignment with best practices.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.	

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

Domain: Program Management		Dimension: Discipline Focus		
4	The Nurse clearly defines expected student behavior.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not maintain standards of school conduct and does not implement with consistency.	Occasionally maintain standards of school conduct and occasionally implements with consistency.	Maintain standards of school conduct and implements with consistency.	Standards of conduct have been established with consistent supporting peer based implementation.	Standards of conduct have been established with initiating consistent peer monitoring.
Does not reiterate to ensure students are aware of behavioral expectations.	Occasionally reiterate to ensure students are aware of behavioral expectations.	Reiterate to ensure students are aware of behavioral expectations.	All students are aware of behavioral expectations.	All students are aware of behavioral expectations and they follow procedures.
Does not monitor the behavior of students during whole class, small group and health related activities.	Occasionally monitor the behavior of students during whole class, small group and health related activities.	Monitor the behavior of students during whole class, small group and health related activities.	Monitor the behavior of all students during whole class, small group and health related activities.	Monitor the behavior of all students at all times in health related activities.
Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.	Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.	Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.	Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.	Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.

5		Domain: Instructional Skills		Dimension: Educational Impact					
Aligns health education needs with a health education curricula and educational focus.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.		Rarely participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.		Participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.		Assess and develop health education to meet the identified needs of the school community and school district.		Evaluate and redesign as needed health education to meet the identified needs of the school community and school district.	
Does not serve as a resource person regarding health education, materials and services.		Rarely serve as a resource person regarding health education, materials and services.		Serve as a resource person regarding health education, materials and services.		Willingly present health education, materials and services.		Present health education, materials and services to peers and others in the school community.	
Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.		Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.		Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.		Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.		Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.	

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

6 Domain: Professional Services		Dimension: Assessment		
The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments frequently provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals.</p> <p>Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of other health goals.</p>

7 Domain: Professional Services		Dimension: Records		
Produce, maintain, supervise and appropriately delegate development of health records based on District and State Standards.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Rarely produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Uses available technology to produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information /compliance requests such as health plans, etc.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

8 Domain: Professional Services		Dimension: Nursing Services		
Provides the spectrum of nursing services with consistency and efficacy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.	Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.	Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.	Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.	Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate.
Does not offer counseling for health related issues with referral and follow up as appropriate.	Rarely offers counseling for health related issues with referral and follow up as appropriate.	Consistently offers counseling for health related issues with referral and follow up as appropriate.	Provides counseling for health related issues with referral and follow up as appropriate.	Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate.
Does not offer home visits as necessary to collect data, plan, implement or evaluate care.	Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.	Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.	Conducts home visits as necessary to collect data, plan, implement or evaluate care.	With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

9 Domain: Professional Growth and Continuous Improvement Uses Professional Growth as a continuous improvement strategy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required minimum hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent/community communications, etc.

10 Domain: Professional Growth and Continuous Improvement Exhibits behaviors and efficiencies associated with professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

<div>11</div> Domain: Interpersonal Skills Effective interactions and communications with stakeholders.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the health program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the health program.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the health program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the health program and supports their participation.</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

Domain: Leadership				
12				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in better meeting health needs.</p> <p>Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events making a substantial contribution.</p> <p>Volunteer to participate in school and district projects making a substantial contribution.</p> <p>Participate actively in assisting others in the school community and or district.</p> <p>Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteer to participate in school/district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations.</p> <p>Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p> <p>Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.</p>

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

TLE OBSERVATION FORM
NURSES

Domain	Dimension	Page
Program Management	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
Instructional Support	5. Demonstrates Accountability	3
Professional Services	6. Assessment	3
	7. Records	4
	8. Nursing Services	4
Professional Growth & Continuous Improvement	9. Uses Professional Growth as an Improvement Strategy	4
	10. Exhibits Professional Behaviors and Efficiencies	4
Interpersonal Skills	11. Effective Interactions/Communications With Stakeholders	5
	12. Leadership Involvements	5

Educator Name: _____ School Name: _____

Evaluator Name: _____

	Observation 1	Observation 2	Observation 3
Date			
Observation Conf. Date			
Educator's initials			
Observer's Initials			

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

#	Domain	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O	Dimension
		Indicator		
		3 – Effective	Obs. 1	Obs. 2
		<i>Rubric's description of professional proficiency at a 3-Effective Level.</i>		Obs. 3
		<p><i>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator – up to and including, the date of the classroom observation.</i></p> <p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>		

#	Domain: Program Management	Dimension: Program Scheduling
1	Establishes a school health program within goal-based program schedule.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	
	<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>	

#	Domain: Program Management	Dimension: Collaboration
2	Collaboration is the fundamental key for the successful delivery of health services.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	
	<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>	

#	Domain: Program Management	Dimension: Clinic Environment
3	The Nurse optimizes the physical environment to assure efficacy/student health and safety advantages in alignment with best practices.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow.	
	Physical resources are secured and used appropriately and readily available.	
	<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>	

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

4	Domain: Program Management	Dimension: Discipline Focus		
	The Nurse Clearly defines expected student behavior.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow.				
Physical resources are secured and used appropriately and readily available.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Skills	Dimension: Educational Impact		
	Aligns health education needs with a health education curricula and educational focus.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Maintain standards of school conduct and implements with consistency.				
Reiterate to ensure students are aware of behavioral expectations.				
Monitor the behavior of students during whole class, small group and health related activities.				
Stop inappropriate behavior promptly and consistently with an appropriate school authority.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

6	Domain: Professional Services	Dimension: Assessment		
	The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide individualized Health Plans (IHP) and health instruction.				
Provides adequate and timely feedback from assessment results for accomplishing health goals.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

7	Domain: Professional Services	Dimension: Records		
	Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Produce, maintain, supervise and appropriately delegate development of health records based on districts and State standards.				
Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

8	Domain: Professional Services	Dimension: Nursing Services		
	Provides the spectrum of nursing services with consistency and efficacy.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.				
Consistently offers counseling for health related issues with referrals as appropriate.				
Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Professional Growth and Continuous Improvement			
	Uses Professional Growth as A Continuous Improvement Strategy.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

10	Domain: Professional Growth and Continuous Improvement			
	Exhibits behaviors and efficiencies associated with professionalism.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)

11	Domain: Interpersonal Skills			
	Effective interactions and communications with stakeholders.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>			
	<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>			

12	Domain: Leadership			
	Effective interactions and communications with stakeholders.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>			
	<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>			

TLE OBSERVATION AND EVALUATION RUBRIC-NURSES (cont.)**LAWTON PUBLIC SCHOOLS-NURSE'S CONFIDENTIAL EVALUATION**

Nurse: _____ Date(s) of observations: __/__/__, __/__/__

School: _____ Assignment: _____ Employee Number: _____

See RUBRIC for detailed definitions. Insert ONE of the following:

1=Ineffective; 2=Needs Improvement; 3=Effective; 4=Highly Effective;

5=Superior; N/A=Not Applicable; N/O=Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "✓"!

INSERT ONLY ONE NUMBER IN A ROW.

PROGRAM MANAGEMENT

	1	2	3	4	5
1 Establishes a school health program within goal-based program schedule.					
2 Collaboration is the fundamental key for the successful delivery of health services.					
3 The Nurse optimizes the physical environment to assure efficacy/student health and safety advantages in alignment with best practices.					
4 The Nurse Clearly defines expected student behavior.					

INSTRUCTIONAL SKILLS

5 Aligns health education needs with a health education curricula and educational focus.					
--	--	--	--	--	--

PROFESSIONAL SERVICES

6 The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.					
7 Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.					
8 Provides the spectrum of nursing services with consistency and efficacy.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

9 Uses professional growth as a continuous improvement strategy.					
10 Exhibits behaviors and efficiencies associated with professionalism.					

INTERPERSONAL SKILLS

11 Effective interactions and collaboration with stakeholders.					
--	--	--	--	--	--

LEADERSHIP

12 School Counselor leads and participates in school-wide efforts to involve parents.					
---	--	--	--	--	--

Summary of Effectiveness by DOMAIN:**Average****Weight of Domain by %**

PROGRAM MANAGEMENT

35%

INSTRUCTIONAL SKILLS

10%

PROFESSIONAL SERVICES

35%

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

10%

INTERPERSONAL SKILLS LEADERSHIP

5%

LEADERSHIP

5%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION

NOTE:	FROM	TO	RANKING
	Less than 1.8	.....	Ineffective
	Equal to or greater than 1.8	.....Less than 2.8	Needs Improvement
	Equal to or greater than 2.8	.....Less than 3.8	Effective
	Equal to or greater than 3.8	.....Less than 4.8	Highly Effective
	Equal to or greater than 4.8	.....	Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Nurse's Signature* _____ Date: _____

Evaluator's Signature* _____ Date: _____

*The Nurse's Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.

**TLE OBSERVATION AND EVALUATION RUBRIC
SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS**

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
Instructional Support 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	5
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	5
	11. Exhibits Professional Behaviors and Efficiencies	6
Interpersonal Skills 10%	12. Effective Interactions/Communications With Stakeholders	6
Leadership 5%	13. Leadership Involvements	7

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

1	Domain: Organization and Management		Dimension: Work Area Environment		
	The professional optimizes the physical working environment to assure efficacy/student learning advantage.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>	

2	Domain: Organization and Management		Dimension: Preparation and Delivery of Services		
	The professional plans and prepares for delivery of services.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely ensures materials and equipment are ready at the start of each session. Rarely schedules and prioritizes delivery of services.	Occasionally ensures materials and equipment are ready at the start of each session. Occasionally schedules and prioritizes delivery of services.	Ensures materials and equipment are ready at the start of each session. Effectively schedules and prioritizes delivery of services.	Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes. Effectively schedules, prioritizes and consistently provides for the delivery of services.	Uses all of the characteristics of levels 3 & 4, and creatively adjusts schedule to meet student needs.	

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

3 Domain: Organization and Management		Dimension: Compliance		
The professional will maintain accurate student records.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely maintains records that are clear, organized, and reflect delivery of service.	Occasionally maintains records that are clear, organized, and reflect delivery of service.	Maintains records that are clear, organized, and reflect delivery of service.	Maintains records that are clear, organized, and accurately reflect delivery of service.	Maintains records that are clear, organized, and accurately reflect optimal delivery of service.
Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.	Occasionally completes IDEA documentation as outlined by district, state, and federal guidelines.	Completion of IDEA documentation as outlined by district, state, and federal guidelines.	Completion of IDEA documentation as outlined by district, state, and federal guidelines with a high level of quality and completeness.	Uses the performance characteristics of Levels 3 & 4 plus serves as a change agent or presenter/facilitator for other staff members.
Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines.	Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines.	Meets timelines for IDEA documents as outlined by district, state, and federal guidelines.	Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.	
Rarely participates in CST process.	Occasionally participates in CST process.	Routinely participates in CST process.	Provides a leadership role in the CST process.	

4 Domain: Organization and Management		Dimension: Discipline		
The professional clearly defines expected student behavior.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Standards of conduct have not been established, nor are students aware of behavioral expectations. Does not monitor the behavior of students. Usually ignores inappropriate behavior and uses an inappropriate voice level/word choice when correction is attempted.	Standards of conduct have been inconsistently established and students are only somewhat aware of expectations. Rarely monitors the behavior of students. Most of the time ignores inappropriate behavior and/or uses an inappropriate voice level/word choice to attempt to bring correction.	Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations. Monitors the behavior of students in the work environment. Stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice.	Standards of conduct have been established with consistency and all students are aware of behavioral expectations. Monitors the behavior of all students in a variety of settings. Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Standards of conduct have been established with consistency and all students are aware of behavioral expectations and follow established procedures. Monitors the behavior of all students at all times. Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student and encouraging students to self-discipline.

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

5	Domain: Instructional Support		Dimension: Skill Knowledge		
	Adherence to Professional Responsibilities and Standards				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely demonstrates knowledge of current district and IDEA policies and procedures.	Occasionally demonstrates knowledge of current district and IDEA policies and procedures.	Demonstrates knowledge of current district and IDEA policies and procedures.	Demonstrates and implements knowledge of current district and IDEA policies and procedures.	Uses all of the characteristics of Levels 3 & 4 plus services as a training resource.	
Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.	

6	Domain: Instructional Support		Dimension: Evaluation and Assessment		
	The Professional is able to select and administer individualized assessments.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 & 4 in addition to serving as a training resource to other professionals.	

7	Domain: Instructional Support		Dimension: Evaluation and Assessment		
	The Professional interprets test data and assessment.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 & 4 plus gives further recommendations and interventions that support student learning.	

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

8	Domain: Instructional Support		Dimension: Delivery of Services		
	Designs and implements appropriate student plans.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely designs and implements appropriate IEP student goals.	Occasionally designs and implements appropriate IEP student goals.	Designs and implements appropriate IEP student goals.	Designs and implements appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting.	Uses elements of 3 & 4 plus provides resources plus provides additional opportunities in the home environment.	
Rarely provides services as stated on the IEP.	Occasionally provides services as stated on the IEP.	Provides services as stated on the IEP.	Provides services as stated on the IEP and provides makeup sessions.		

9	Domain: Instructional Support		Dimension: Delivery of Services		
	Provides consultation for improvement of student performance.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 & 4 plus classroom observations to monitor and adjust strategies.	

10	Domain: Professional Growth and Continuous Improvement				
	Uses professional growth as a continuous improvement strategy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, and internal / school-wide and/or external publication.	

5

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

11 Domain: Professional Growth and Continuous Improvement Exhibits Behaviors and Efficiencies Associated with Professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests e.g., lesson plans.

12 Domain: Instructional Support Effective Interactions and Communications with Stakeholders.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and does not attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

**TLE OBSERVATION AND EVALUATION RUBRIC-
SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)**

Domain: Leadership				
13				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Decline becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school/district projects, making a substantial contribution/leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>

**TLE OBSERVATION AND EVALUATION RUBRIC-
SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)**
**TLE OBSERVATION FORM
SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS**

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	2
	4. Discipline	3
Instructional Support	5. Skill Knowledge	3
	6. Evaluation and Assessment/Test Administration	3
	7. Evaluation and Assessment/Test Interpretation	3
	8. Delivery of Services/Design and Implement IEPs	4
	9. Delivery of Services/Consultation	4
Professional Growth & Continuous Improvement	10. Uses Professional Growth as an Improvement Strategy	4
	11. Exhibits Professional Behaviors and Efficiencies	4
Interpersonal Skills	12. Effective Interactions/Communications With Stakeholders	5
Professional Services	13. Leadership Involvements	5

Educator Name: _____ School Name: _____

Evaluator Name: _____

	Observation 1	Observation 2	Observation 3
Date			
Observation Conf. Date			
Educator's initials			
Observer's Initials			

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

#	Domain Indicator	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O	Dimension
		3 – Effective	Obs. 1	Obs. 2
		Rubric's description of professional proficiency at a 3-Effective Level.		Obs. 3
		Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator – up to and including, the date of the classroom observation.		
		Comments: Insert comments, dates, observation notes, evidence collected to date, etc.		

#	Domain: Organization and Management	Dimension: Work Area Environment
1	The professional optimizes the physical working environment to assure efficacy/student learning advantage.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
	The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are well placed in locations.	
	Comments: Insert comments, dates, observation notes, evidence collected to date, etc.	

#	Domain: Organization and Management	Dimension: Preparation and Delivery of Services
2	The professional plans and prepares for delivery of services.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
	Ensures materials and equipment are ready at the start of each session. Effectively schedules and prioritizes delivery of services.	
	Comments: Insert comments, dates, observation notes, evidence collected to date, etc.	

#	Domain: Organization and Management	Dimension: Compliance
3	The professional will maintain accurate student records.	
	3 – Effective	Obs. 1 Obs. 2 Obs. 3
	Maintains records that are clear, organized, and reflect delivery of service. Completion of IDEA documents as outlined by district, state, and federal guidelines. Meets timelines for IDEA documents as outlined by district, state, and federal guidelines. Routinely participates in CST process.	
	Comments: Insert comments, dates, observation notes, evidence collected to date, etc.	

**TLE OBSERVATION AND EVALUATION RUBRIC-
SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)**

4	Domain: Organization and Management	Dimension: Discipline		
	The professional clearly defines expected student behavior.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations. Monitors the behavior of students in the work environment. Stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice.				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Support	Dimension: Skill Knowledge		
	Adherence to Professional Responsibilities and Standards.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Demonstrates knowledge of current district and IDEA policies and procedures. Demonstrates knowledge of child and adolescent development in choice of materials and assessments.				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

6	Domain: Instructional Support	Dimension: Evaluation and Assessment		
	The professional is able to select and administer individualized assessments.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Selects and administers appropriate tests as determined by professional standards.				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

7	Domain: Instructional Support	Dimension: Evaluation and Assessment		
	The professional interprets test data and assessment.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Accurately interprets test data and provides written documentation to determine IDEA eligibility.				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

8	Domain: Instructional Support	Dimension: Delivery of Services		
	Designs and implements appropriate student plans.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Design and implement appropriate IEP student goals.				
Provide services as stated on the IEP.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Instructional Support	Dimension: Delivery of Services		
	Provides consultation for improvement of student performance.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

10	Domain: Professional Growth and Continuous Improvement			
	Uses professional growth as a continuous improvement strategy.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

11	Domain: Professional Growth and Continuous Improvement			
	Exhibits Behaviors and Efficiencies Associated with Professionalism.			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance request.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

12

Domain: **Interpersonal Skills****Effective Interactions and Communications with Stakeholders.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Interacts with families in a timely, consistent, positive and professional manner.

Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.

Uses effective communication skills with students and staff. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

13

Leadership**3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Participates in school events when asked.

Participates in schools and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

TLE OBSERVATION AND EVALUATION RUBRIC- SPEECH-LANG. PATH./SCHOOL PSYCHOLOGISTS (cont.)

LAWTON PUBLIC SCHOOLS-SPEECH-LANG PATH / SCHOOL PSYCHOLOGIST'S CONFIDENTIAL EVALUATION

Speech-Lang Path / School Psychologist's: _____ Date(s) of observations: ____/____/____, ____/____/____

School: _____ Assignment: _____ Employee Number: _____

See RUBRIC for detailed definitions. Insert ONE of the following:

1=Ineffective; 2=Needs Improvement; 3=Effective; 4=Highly Effective;
5=Superior; N/A=Not Applicable; N/O=Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "✓"!

INSERT ONLY ONE NUMBER IN A ROW.

ORGANIZATION AND MANAGEMENT

	1	2	3	4	5
1 The professional optimizes the physical working environment to assure efficacy/student learning advantage.					
2 The professional plans and prepares for delivery of services.					
3 The professional will maintain accurate student records.					
4 The professional clearly defines expected student behavior.					

INSTRUCTIONAL SUPPORT

5 Adherence to Professional Responsibilities and Standards.					
6 The professional is able to select and administer individualized assessments.					
7 The professional interprets test data and assessment.					
8 Designs and implements appropriate student plans.					
9 Provides consultation for improvement of student performance.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

10 Uses professional growth as a continuous improvement strategy.					
11 Exhibits Behaviors and Efficiencies Associated with Professionalism.					

NOTE: N/A OR N/O cannot be used for Domain with a single indicator.
use 1,2,3,4,or 5 ONLY

INTERPERSONAL SKILLS

12 Effective Interactions and Communications with Stakeholders.					
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LEADERSHIP

13 Leadership					
---------------	--	--	--	--	--

Summary of Effectiveness by DOMAIN:

ORGANIZATION AND MANAGEMENT
 INSTRUCTIONAL SUPPORT
 PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT
 INTERPERSONAL SKILLS
 LEADERSHIP

Average

Weight of Domain by %

30%
 45%
 10%
 10%
 5%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION

NOTE: FROM TO RANKING
 Less than 1.8.....Ineffective
 Equal to or greater than 1.8.....Less than 2.8.....Needs Improvement
 Equal to or greater than 2.8.....Less than 3.8.....Effective
 Equal to or greater than 3.8.....Less than 4.8.....Highly Effective
 Equal to or greater than 4.8.....Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Speech-Lang. Path./School Psychologists' Signature* _____ Date: ____/____/____

Evaluator's Signature* _____ Date: ____/____/____

*The Speech-Lang. Path./School Psychologists' Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.

**TLE OBSERVATION AND EVALUATION RUBRIC
STAFF DEVELOPMENT TEACHERS**

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Preparation 2. Building-wide Climate Responsibilities 3. Work Area Environment 4. Record Keeping and Data Assessment	
Instructional Effectiveness 30%	5. Establishes and Facilities 6. Job-Embedded Professional Development 7. Support of District Initiatives	
Professional Growth & Continuous Improvement 10%	8. Growing and Developing Professionally 9. Exhibits Professional Behaviors and Efficiencies	
Interpersonal Skills 10%	10. Effective Interactions/Communication	
Leadership 5%	11. Leadership Involvement	

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

Domain: Organization and Management			Dimension: Preparation	
1 Staff Development Teacher plans development and delivery of assistance/support/professional development relative to short and long term objectives.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Inconsistently plans for assistance/support professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/ prof. dev. Based on school data that provides teachers with resources/ skills needed for implementation on various dates/ times to meet the schedules of teachers.
Does not ensure materials/resources needed for training/meeting are prepared and available.	Inconsistently ensures materials/ resources needed for training/meeting are prepared and available.	Ensures materials/ resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/ resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/ resources needed for training/meeting are prepared and available.
Does not create staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Inconsistently creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Provides follow up materials/resources as needed.
Provides random staff development opportunities.	Inconsistently matches staff development opportunities to staff's professional development needs.	Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data; adapts professional development in response to staff input.	Uses research to create and implement staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.
				Matches staff development opportunities to staff's professional development needs based on school data; adapts professional development in response to staff input.

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

2 Domain: **Organization and Management** Dimension: **Building Wide Climate Responsibilities**
Staff Development Teacher contributes to building-wide positive climate.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Inconsistently participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school.	Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school and ensures teachers receive ongoing support.
Does not follow the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Routinely follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.

3 Domain: **Organization and Management** Dimension: **Work Area Environment**
Staff Development Teacher optimizes the environment to assure efficacy in professional learning/support.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Work area is not organized. The area is cluttered, not clean or safe. Traffic flow is poor and meeting opportunities are limited.	Work area is somewhat organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic.	Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic.	Work area is attractive and organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic.	Work area is attractive and organized for efficacy and providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.
No materials, resources, and information are available.	Minimal materials, resources, and information are available.	Materials, resources, and information are available.	Materials, resources, and information are available and organized.	Materials, resources and research-based information are organized, available and accessible to teachers.

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

4 Domain: **Organization and Management** Dimension: **Record Keeping and Data Assessment**
Staff Development Teacher generates and maintains accurate records and analyzes data.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not collect, manage, or analyze data.</p> <p>Does not plan professional development.</p>	<p>Collects, manages, and analyzes some school data.</p> <p>Plans professional development.</p>	<p>Establishes a process for collecting, managing, and analyzing school data.</p> <p>Uses appropriate school data from assessments to guide professional development.</p>	<p>Establishes a process for collecting, managing, and analyzing school data to guide professional development.</p> <p>Uses appropriate school data to identify and prioritize the areas of need for professional development.</p>	<p>Establishes a process for collecting, managing, and analyzing school data to guide professional development and routinely monitors and adjusts according to staff needs.</p> <p>Analyzes multiple data sources to identify and prioritize the areas of need for professional development based on the WISE plan.</p>

5 Domain: **Instructional Effectiveness** Dimension: **Establishes and Facilitates PLCs**
Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Creates an environment in which risk-taking is discouraged and does not know or use the strengths, skills and the knowledge of the school staff as resources for each other and discourages collaboration.</p> <p>Does not encourage PLC member to focus on learning based on student data.</p> <p>Plans staff development opportunities with no regard for staff needs or input. Does not use administrative input.</p>	<p>Creates an environment where professional staff works collaboratively on an inconsistent basis and are hesitant to take intellectual risks.</p> <p>Inconsistently uses data in PLCs.</p> <p>Plans staff development with minimal input from professional staff or administration.</p>	<p>Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.</p> <p>Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.</p> <p>Creates staff development opportunities for small or large groups with input from staff and administration.</p>	<p>Promotes a non-threatening environment in which professional staff feels comfortable taking intellectual risks and sharing ideas at PLCs.</p> <p>Assists professional staff, using PLCs, to collaborate on their learning objectives using student data.</p> <p>Using professional staff and administrative input, creates a variety of professional development opportunities for small or large groups.</p>	<p>Foster a professional climate promoting openness, collaboration, mutual respect, support and analysis in support of student learning and well-being and encourages and provides opportunities for professional staff to present in PLCs.</p> <p>Professional staff will work collaboratively using student data to inform their teaching with the facilitation and input of the SDT.</p> <p>Using input from professional staff and administration created a variety of professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.</p>

4

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

Domain: Instructional Effectiveness		Dimension: Job-Embedded Professional Development		
6	Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not provide instructional strategies.	Provides vague instructional strategies.	Provides instructional strategies.	Provides clear instructional strategies that support professional staff.	Provides clear explanations of research-based instructional strategies supporting professional staff as they implement them.
Does not use coaching.	Minimally uses coaching strategies.	Uses coaching strategies to provide instructional support to professional staff.	Coaching strategies are used on a regular basis to inform teaching.	Uses differentiated coaching strategies to provide instructional support to professional staff.
Does not support vertical or horizontal articulation of curriculum.	Inconsistently supports vertical and horizontal articulation efforts.	Supports vertical and horizontal articulation efforts.	Supports vertical and horizontal articulation across content areas and grade configurations.	Supports and facilitates vertical and horizontal articulation across content areas and grade level configurations.
Does not support professional staff in developing and implementing instructional strategies.	Minimally supports professional staff in developing and implementing instructional strategies.	Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.	Supports professional staff in developing, implementing, and adjusting instructional strategies aligned with learning objectives.	Supports and facilitates professional staff in developing implementing, and adjusting instructional strategies aligned with CCSS learning objectives that promote student success.
Does not support or assist professional staff in using assessments.	Minimally assists professional staff in using assessments.	Assists professional staff in using formal and informal assessment formats to modify instruction.	Assists professional staff in using a variety of formal and informal assessment formats, before instruction (pre-assessment), and after instruction (summative assessment) to modify instruction.	Assists professional staff in using and creating a variety of formal and informal assessment formats, before instruction (pre-assessment),during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.
Does not use student data to inform instruction with professional staff.	Minimally uses student data to inform instruction with professional staff.	Regularly uses student data to inform instruction with professional staff.	Uses student data to inform instructional strategies and assessments that support professional development and growth of professional staff.	Uses student data to differentiate instructional strategies and assessments that support professional development and growth of professional staff.

**TLE OBSERVATION AND EVALUATION RUBRIC-
STAFF DEVELOPMENT TEACHERS (cont.)**

Domain: Instructional Effectiveness			Dimension: Support of District Initiatives	
7	Staff Development Teacher supports District Initiatives.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate commitment to the TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities. Inconsistently uses the WISE plan to support professional development.	Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff based on input aimed at student achievement.
Does not support the goals of the WISE plan with professional development.	Inconsistently uses practices and procedures that align with TPS vision, goals, policies and regulations.	Supports the goals of the WISE plan to support professional development.	Supports the goals of the WISE plan with job-embedded professional development.	Supports the goals of the WISE plan with differentiated job-embedded professional development.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.		Uses practices and procedures that align with TPS vision, goals, policies and regulations.	Models and practices the procedures that align with TPS vision, goals, policies and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies and regulations.

**TLE OBSERVATION AND EVALUATION RUBRIC-
STAFF DEVELOPMENT TEACHERS (cont.)**

8 Domain: Professional Growth and Continuous Improvement			Dimension: Growing & Developing Professionally	
Staff Development Teacher uses professional growth as an improvement strategy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in any ongoing professional development.	Only participates in inconsistent or unintentional professional development.	<p>Participates in the required hours of professional development updating their content knowledge and current professional practice.</p> <p>Seeks opportunities to enhance professional development through staff development teacher training sessions.</p>	<p>Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p> <p>Reflects on own strengths and weaknesses.</p> <p>Seeks opportunities to enhance professional development through staff development teacher training sessions, information from specialists, conferences, professional organizations, etc.</p>	<p>In addition to participating in the required hours of professional development and additional training, the staff development teacher makes a substantial contribution to the profession through activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as “models” may include newsletters, informational resources for teachers, etc.</p> <p>Reflects on own strengths, and weaknesses and modifies professional activities accordingly.</p> <p>Seeks opportunities to enhance professional development through staff development teacher training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.</p>

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

9

Domain: Professional Growth and Continuous Improvement

Dimension: Exhibits Professional Behaviors & Efficiencies

Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3-Effective.</p> <p>Does not manage his/her own schedule to make efficient use of time.</p> <p>Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).</p>	<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.</p> <p>Inconsistently manages his/her own schedule to make efficient use of time.</p> <p>Inconsistently meets professional obligations in (paperwork, reports, and responses to requests for information in an untimely manner).</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule to make efficient use of time.</p> <p>Meets professional obligations (submits paperwork, reports, and responses to requests for information).</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time.</p> <p>Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure time; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule both proactively and in response to the needs of professional staff.</p> <p>Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

Domain: Interpersonal Skills		Dimension: Effective Interactions/Communications		
10	Staff Development Teacher promotes a collaborative work environment.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to professional staff and makes no attempt to engage them in Professional Learning Community (PLC) and professional development opportunities.</p> <p>Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to professional staff and engaging them in Professional Learning Community (PLC) and professional development opportunities.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.</p> <p>Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with professional staff and engages them in PLC and professional development opportunities.</p> <p>Interacts with professional staff and administration in a timely, consistent positive, and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.</p>	<p>Communicates consistently and sensitively with professional staff and uses diverse methods to engage them in PLC and professional development opportunities.</p> <p>Effectively interacts with all member of the school community in a timely, consistent positive, and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages professional staff inquires and responds in a timely and articulate manner.</p> <p>Works collaboratively with faculty and staff, soliciting input and acting on that input to plan professional development and to establish a professional learning community with a sense of teacher ownership.</p>

**TLE OBSERVATION AND EVALUATION RUBRIC-
STAFF DEVELOPMENT TEACHERS (cont.)**

Domain: Leadership		Dimension: Leadership Involvements		
11	Staff Development Teacher uses professional growth as an improvement strategy.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the professional and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Provides professional staff the knowledge and resources needed to work within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school and district projects making a substantial contribution/and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all professional staff is respected in the school.</p>

**TLE OBSERVATION AND EVALUATION RUBRIC-
STAFF DEVELOPMENT TEACHERS (cont.)**
**TLE OBSERVATION FORM
STAFF DEVELOPMENT TEACHERS**

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Preparation	2
	2. Building-wide Climate Responsibilities	2
	3. Work Area Environment	3
	4. Record Keeping and Data Assessment	3
Instructional Effectiveness	5. Establishes and Facilitates PLCs	3
	6. Job-Embedded Professional Development	4
	7. Support of District Initiatives	4
Professional Growth & Continuous Improvement	8. Growing and Developing Professionally	4
	9. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	10. Effective Interactions/Communications	5
Leadership	11. Leadership Involvements	5

Educator Name: _____ School Name: _____

Evaluator Name: _____

	Observation 1	Observation 2	Observation 3
Date			
Observation Conf. Date			
Educator's initials			
Observer's Initials			

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

#	Domain	Indicator	Observer's Coding: 3, +, -, N/A, or N/O	Dimension
		3 – Effective	Obs. 1	Obs. 2
		Rubric's description of professional proficiency at a 3-Effective Level.		Obs. 3
		<p>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator – up to and including, the date of the classroom observation.</p> <p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>		

1	Domain: Organization and Management	Dimension: Preparation
	Staff Development Teacher plans development and delivery of assistance/support/professional development relative to short and long term objectives.	
	3 – Effective	Obs. 1
	Plans for assistance/support/ professional development that provides teachers with resources/skills needed for implementation.	Obs. 2
	Ensures materials/ resources needed for training/meeting are prepared and available.	Obs. 3
	Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	
	Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.	
	<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>	

2	Domain: Organization and Management	Dimension: Building Wide Climate Responsibilities
	Staff Development Teacher contributes to building-wide positive climate.	
	3 – Effective	Obs. 1
	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Obs. 2
	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Obs. 3
	<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>	

**TLE OBSERVATION AND EVALUATION RUBRIC-
STAFF DEVELOPMENT TEACHERS (cont.)**

3

Domain: **Organization and Management**Dimension: **Work Area Environment****Staff Development Teacher optimizes the environment to assure efficacy in professional learning/support.****3 – EffeCtive****Obs. 1****Obs. 2****Obs. 3**

Work area is organized for providing meeting opportunities, order, cleanliness, safety and ease of traffic.

Materials, resources, and information are available.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

4

Domain: **Organization and Management**Dimension: **Record Keeping and Data Assessment****Staff Development Teacher generates and maintains accurate records and analyzes data.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Establishes a process for collecting, managing, and analyzing school data.

Uses appropriate school data from assessments to guide professional development.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

5

Domain: **Instructional Support**Dimension: **Establishes and Facilitates PLCs****Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.****3 – Effective****Obs. 1****Obs. 2****Obs. 3**

Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.

Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.

Creates staff development opportunities for small or large groups with input from staff and administration.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

6	Domain: Instructional Support	Dimension: Job-Embedded Professional Development
Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.		

	Obs. 1	Obs. 2	Obs. 3
3 – Effective			
Provides instructional strategies.			
Uses coaching strategies to provide instructional support to professional staff.			
Supports vertical and horizontal articulation efforts.			
Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.			
Assists professional staff in using formal and informal assessment formats to modify instruction.			
Regularly uses student data to inform instruction with professional staff.			

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

7	Domain: Instructional Support	Dimension: Support of District Initiatives
Staff Development Teacher supports District Initiatives.		

	Obs. 1	Obs. 2	Obs. 3
3 – Effective			
Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.			
Supports the goals of the WISE plan to support professional development.			
Uses practices and procedures that align with TPS vision, goals, policies and regulations.			

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

8	Domain: Professional Growth and Continuous Improvement	Dimension: Growing & Developing Professionally
Staff Development Teacher uses professional growth as an improvement strategy.		

	Obs. 1	Obs. 2	Obs. 3
3 – Effective			
Participates in the required hours of professional development updating their content knowledge and current professional practice.			
Seeks opportunities to enhance professional development through staff development teacher training sessions.			

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

9

Domain: **Professional Growth and Continuous Improvement**Dimension: **Exhibits Professional Behaviors & Efficiencies**

Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.

3 – Effective

Obs. 1

Obs. 2

Obs. 3

Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.

Manages his/her own schedule to make efficient use of time.

Meets professional obligations (submits paperwork, reports, and responses to requests for information).

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

10

Domain: **Interpersonal Skills**Dimension: **Effective Interactions/Communications**

Staff Development Teacher promotes a collaborative work environment.

3 – Effective

Obs. 1

Obs. 2

Obs. 3

Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.

Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

11

Domain: **Leadership**Dimension: **Leadership Involvements**

Staff Development Teacher uses professional growth as an improvement strategy.

3 – Effective

Obs. 1

Obs. 2

Obs. 3

Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the professional and follows through.

Assumes a proactive role in addressing student needs.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

TLE OBSERVATION AND EVALUATION RUBRIC- STAFF DEVELOPMENT TEACHERS (cont.)

LAWTON PUBLIC SCHOOLS- STAFF DEVELOPMENT TEACHERS EVALUATION

STAFF DEVELOPMENT TEACHER: _____ Date(s) of observations: ____/____/____, ____/____/____

School: _____ Assignment: _____ Employee Number: _____

See RUBRIC for detailed definitions. Insert ONE of the following:

1=Ineffective; 2=Needs Improvement; 3=Effective; 4=Highly Effective;
5=Superior; N/A=Not Applicable; N/O=Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "✓"!

INSERT ONLY ONE NUMBER IN A ROW.

ORGANIZATION AND MANAGEMENT

	1	2	3	4	5
1 Staff Development Teacher plans development and delivery of assistance/support/professional development relative to short and long term objectives.					
2 Staff Development Teacher contributes to building-wide positive climate.					
3 Staff Development Teacher optimizes the environment to assure efficacy in professional learning/support.					
4 Staff Development Teacher generates and maintains accurate records and analyzes data.					

INSTRUCTIONAL EFFECTIVENESS

5 Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.					
6 Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.					
7 Staff Development Teacher supports District Initiatives.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

8 Staff Development Teacher uses professional growth as an improvement strategy.					
9 Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.					

NOTE: N/A OR N/O cannot be used for Domain with a single indicator.
use 1, 2, 3, 4, or 5 ONLY

INTERPERSONAL SKILLS

10 Staff Development Teacher promotes a collaborative work environment.					
---	--	--	--	--	--

LEADERSHIP

11 Staff Development Teacher uses professional growth as an improvement strategy.					
---	--	--	--	--	--

Summary of Effectiveness by DOMAIN:

ORGANIZATION AND MANAGEMENT

Average

Weight of Domain by %

INSTRUCTIONAL EFFECTIVENESS

30%

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

30%

INTERPERSONAL SKILLS

10%

LEADERSHIP

15%

15%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION

NOTE: FROM TO RANKING
Less than 1.8.....Ineffective
Equal to or greater than 1.8.....Less than 2.8.....Needs Improvement
Equal to or greater than 2.8.....Less than 3.8.....Effective
Equal to or greater than 3.8.....Less than 4.8.....Highly Effective
Equal to or greater than 4.8.....Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Staff Development Teachers' Signature* _____ Date: ____/____/____

Evaluator's Signature* _____ Date: ____/____/____

*The Staff Development Teachers' Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.

Lawton Public Schools: Other Academic Measure

Teacher Information

Teacher Name:	Academic Year:
School:	Assignment:

Goal-Setting – First of the School Year

Academic Area of Focus:
Identify the Pre-Assessment/Evaluation Chosen and the results of the Pre-Assessment:

SMART Goal:

Category of Measure	Approved Measure	5-Tier Rating Scale (Include Details)
		5 - 4 - 3 - 2 - 1 -

Date Completed:

Educator's Signature*

Administrator's Signature*

**Signatures indicate that the educator and administrator agree to the goal and the 5-point rating scale that will be used in the final evaluation.*

Evaluation – End of the School Year

OAM Rating Score	Evidence or Comments

Date Completed:

Educator's Signature*

Administrator's Signature*

**Signatures indicate that the educator and administrator agree to factual findings of the rating assigned.*

**Lawton Public Schools
Approved Other Academic Measures List**

The measures listed below are approved for the Other Academic Measures (OAMs) component of the TLE System. Districts have discretion to allow additional OAMs for teachers and leaders for whom there are not at least two options on the approved list that are relevant to their job duties and provide actionable feedback, as long as the additional OAMs meet the definition of Other Academic Measure approved by the Oklahoma State Board of Education based on the recommendations of the TLE Commission.

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	<ul style="list-style-type: none"> • End of Instruction (EOI) • Oklahoma Core Curriculum Tests (OCCT) • Oklahoma Alternate Assessment Program (OAAP) 	<p>5 – 95% proficient or advanced 4 – 85% proficient or advanced 3 – 75% proficient or advanced 2 – 65% proficient or advanced 1 – less than 65% proficient or advanced</p> <p>5 – 20% increase in student proficiency 4 – 15% increase in student proficiency 3 – 10% increase in student proficiency 2 – 5% increase in student proficiency 1 – less than 5% increase in student proficiency</p>
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an individual VAM Score used for the 35% Student Academic Growth.)	<ul style="list-style-type: none"> • School-wide VAM (All subjects) • School-wide VAM (Literacy & Numeracy) • School-wide VAM (Literacy) • School-wide VAM (Numeracy) • Individual VAM 	<p>5 – 5 on Schoolwide Value Added Score 4 – 4 on Schoolwide Value Added Score 3 – 3 on Schoolwide Value Added Score 2 – 2 on Schoolwide Value Added Score 1 – 1 on Schoolwide Value Added Score</p>
<p>“Off the Shelf” Assessments – Assessments commonly used throughout the state and/or nationally.</p> <ul style="list-style-type: none"> • NOTE: Other state or nationally available assessments may be used if scores are automatically generated. (In other words, the cut scores are consistent across all districts and states.) 	<ul style="list-style-type: none"> • Advanced Placement (AP) • Assessments on the ACE Alternate Test List • Computer Generated Assessments • EXPLORE/PLAN/ACT/ WorkKeys • Literacy First • SAT/PSAT • STAR Early Learning Enterprise • Woodcock Reading Mastery Tests, Third 	<p>5 – 100% on grade level 4 – 90% on grade level 3 – 80% on grade level 2 – 70% on grade level 1 – less than 70% on grade level</p> <p>5 – 20% increase in passing rate 4 – 15% increase in passing rate 3 – 10% increase in passing rate 2 – 5% increase in passing rate 1 – less than 5% increase in passing rate</p>
A-F Report Card Components	<ul style="list-style-type: none"> • Overall School Grade or GPA • Student Academic Performance Grade • Student Growth Grade • Whole School Performance Grade <p>Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth)</p>	<p>5 – A on an individual component 4 – B on an individual component 3 – C on an individual component 2 – D on an individual component 1 – F on an individual component</p> <p>5 – Improvement of GPA by one point 4 – Improvement of GPA by one-half point 3 – Improvement of GPA by one-quarter point 2 – Same GPA 1 – Lowered GPA</p>

Other Academic Measures List (cont'd)

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
Student Competition	<ul style="list-style-type: none"> • National, State, Area, or Regional Competitions (Sponsored by OSSAA or similar Organization) • Robotics Competitions • State Science Fair 	<p>5 – 1st or 2nd place in area competition 4 – 3rd or 4th place in area competition 3 – 1st or 2nd place in regional competition 2 – Invitation to regional competition 1 – No invitation to regional competition</p> <p>5 – 20% increase in students who qualify to compete 4 – 15% increase in students who qualify to compete 3 – 10% increase in students who qualify to compete 2 – 5% increase in students who qualify to compete 1 – less than 5% increase in students who qualify to compete</p>
Miscellaneous	<ul style="list-style-type: none"> • IEP Goal Attainment • Service Learning Project Portfolios • Student Community Service Project Portfolios • Teacher/Leader Portfolios • Third Grade Promotion • State-, District- and/or Consortium-Developed Benchmark Assessments 	<p>5 – 100% of Students Meeting All IEP Goals 4 – 90% of Students Meeting All IEP Goals 3 – 80% of Students Meeting All IEP Goals 2 – 70% of Students Meeting All IEP Goals 1 – Less than 70% of Students Meeting All IEP Goals</p> <p>Each measure in the Miscellaneous Category is unique; therefore, it is not possible to give examples of 5-tier rating scales for each measure. Locally- or regionally-developed rubrics may be needed to establish 5-point rating scales for some of these measures. To the degree possible, the State Department of Education will work with district representatives to develop state models of rubrics and rating scales for these measures.</p>

**STUDENT LEARNING OBJECTIVES
STUDENT OUTCOME OBJECTIVES
(SLO/SOO)**

Teacher/Leader Name

Position

Year

School District

School

SLO Title

What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?

1. Focus/content

What are the standards, skills, outcomes or content that will be the focus of the SLO/SOO?

2. Interval of instruction

From ____/____/____ To ____/____/____

Where are my students now (at the beginning of instruction) with respect to the objective?

3. Student Population

Which students will be included in this SLO/SOO? What student characteristics might affect the SLO/SOO?

4. Baseline/Trend Data

What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

STUDENT LEARNING OBJECTIVES/STUDENT OUTCOME OBJECTIVES (cont.)

How will students demonstrate their knowledge and skills at the end of the interval of instruction?

5. Assessments/Evidence

What assessments or evidence will be used to show student growth? Why did you select this assessment?

On the basis of what I know about my students, where do I expect them to be by the end of the interval of instruction?

6. Growth Target(s)

What amount of growth is expected for all students to demonstrate during the interval of instruction?

7. Rationale for Growth Target(s)

Why are the growth targets appropriate for each student or groups of students, as determined from students, as determined from student characteristics and baseline or trend data?

To be completed upon submission and approval of the SLO:

Teacher/Leader Signature

Date

School Team Initials (if possible)

Date

Evaluator Signature

Date

STUDENT LEARNING OBJECTIVES/STUDENT OUTCOME OBJECTIVES (cont.)

To be completed after the interval of instruction when all data has been collected and calculated:

Final Score

SLO Score	Percentage of Students Who Met or Exceeded Their Growth Targets	Earned SLO Score
5.0	90-100	Evidence/comments
4.5	85-89	
4.0	80-84	
3.5	75-79	
3.0	70-74	
2.5	65-69	
2.0	60-64	
1.5	55-59	
1.0	54 or less	

Teacher/Leader Signature

Date

Evaluator Signature

Date

TEACHER PERFORMANCE EVALUATION PROCEDURE

1. DEFINITIONS

Teacher - Any licensed or certified employee not filling an administrative position in the school district.

Probationary Teacher - A teacher employed by a district prior to the 2017-2018 school year and

- has completed fewer than three consecutive, complete years of service and has achieved a district evaluation rating of superior as measured pursuant the TLE or
- has completed fewer than four consecutive complete school years as a teacher in Lawton Public Schools under written continuing or temporary contract, and
- has averaged a district evaluation rating of at least effective as measured pursuant to the TLE for at least the last two years of the four year period, or
- has completed four or more consecutive years in under a written continuing or temporary teaching contract and has not met the requirements for Career Teacher in the Lawton Public School District

or

is employed for the first time by a school district under a written teacher contract during the 2017-2018 school year and thereafter and has not met the requirements for career teacher

Career Teacher – A duly certified person who is employed to serve as a counselor, librarian, or school nurse or in any instructional capacity prior to 2017-2018 school years employed and

- has more than three consecutive, complete years of service in the Lawton Public School District

or is employed for the first time during the 2017-2018 school year and thereafter:

- has completed three (3) consecutive years as a teacher in Lawton Public Schools District and has achieved a district evaluation rating of “superior” as measured pursuant to the TLE at least two (2) of the three (3) school years; or
- has completed four (4) consecutive complete school years as a teacher in Lawton Public Schools District under a written continuing or temporary teaching contract, has averaged a district evaluation rating of at least “effective” as measured pursuant to the TLE for the four-year period, and has received district evaluation ratings of at least “effective” for the last two (2) years of the four year period; or
- has completed four (4) or more consecutive complete school years in Lawton Public Schools under a written continuing or temporary teaching contract and has not met the requirements above, only if the principal of the school district at which the teacher is employed submits a petition to the superintendent of Lawton Public Schools requesting that the teacher be granted career status, the superintendent agrees with the petition, and the Lawton Public Schools Board of Education approves the petition

Personal Development Plan (PDP) - Written notice of serious performance deficiencies, which may jeopardize a teacher’s continued employment with the district.

TEACHER PERFORMANCE EVALUATION – PROCEDURES (cont.)**2. GENERAL PROVISIONS**

- A. Types of Evaluation** - The teacher evaluation procedure shall be the Oklahoma Teacher and Leader Effectiveness Observation and Evaluation System. For evaluations of teachers conducted during the 2017-2018 school year and each school year thereafter, the “evaluation tool”.
- B. Employee Orientation** - All licensed or certified employees shall be given a copy of the complete evaluation instrument to include the Professional Learning Focus, along with, policies, and procedures. The principal shall meet at the beginning of the year with teachers to establish dates, purposes and to provide a general orientation of the process to be followed.
- C. Observations** – The intentional study and analysis of the teacher’s classroom performance to date and other factors that quantify the impact of the educator in the classroom. The evaluator’s assessment of the two (2) formal observations must be scheduled according to regulated timelines and recorded on an observation summary form.
- D. Conferences** – The **Observation Conference** must be held no more than five (5) instructional days from the date of the observation. The evaluator provides the teacher with all forms and appraisals during **Evaluation Conference** which occurs according to designated timelines specified in policy.
- E. Evaluation** - The evaluator’s overall assessment of the teacher based upon the observations and proficiencies on relevant indicators.

Rating - The rating assigned by evaluator reflects the analysis of the teacher’s performance according to the descriptions in the rubric of the Tulsa Teacher and Leader Effectiveness Observation and Evaluation System.

RATING	SCORE	REQUIREMENTS
Ineffective	1	Requires a PDP
Needs Improvement	2	Requires a PDP
Effective	3	
Highly Effective	4	Requires an Explanation
Superior	5	Requires an Explanation and Supporting Evidence

The Composite Weighted Average for Evaluation is based on the RANGES below:

FROM:	TO:	RANKING:
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

TEACHER PERFORMANCE EVALUATION – PROCEDURES (cont.)

- F. Signature of All Evaluation Documents** - Both the administrator and the teacher being evaluated shall sign evaluation forms and other documents which are to become a part of the official evaluation file. The signature of the person being evaluated shall indicate receipt of copies of such documents only. Within two weeks of the receipt of the completed evaluation or other documents relating to evaluation, the teacher may respond in writing and such response shall be made part of the evaluation record.
- G. Nonclassroom Teachers** - Special staff positions such as counselors, librarians, psychologists, etc., will be evaluated using the evaluation instrument and the official job description.

3. TEACHER AND LEADER EFFECTIVENESS OBSERVATION AND EVALUATION PROGRAM (TLE)

- A. Who Requires Evaluation** - Oklahoma state law requires that every licensed and certified teacher be evaluated according to the schedule established below. Notification of the need for these evaluations must be given by the supervisor to the teacher within the first 10 days to the school year or within the first 10 days of employment.
- 1. Probationary Teachers** - Every probationary teacher shall be evaluated two (2) times per school year utilizing the TLE procedure. The first evaluation shall occur prior to December 10 and the second evaluation shall occur prior to April 30. Any probationary teacher employed by the district on or after December 1 shall be evaluated one time before April 30.
 - 2. Career Teachers** - Every career teacher shall be evaluated once every year utilizing the TLE. Such evaluation shall be completed prior to April 30 of the school year.

Career Teachers receiving a “Superior” or “Highly Effective” rating under the evaluation tool may be evaluated once every three years.

- B. The Observation and Conference Process**- The evaluator will meet with each teacher to be evaluated. During this conference, the date and timelines for observations, conferences and the evaluation conference will be established. There must be a minimum of at least two (2) observations and the scores will reflect the study of the teacher’s classroom performance plus an assessment of all inclusive factors specified in the rubric up to the specific point in time. The evaluator will distribute and explain the following forms:
- 1. Observation Form**
 - 2. Personal Development Plan.** Used whenever a ranking of Ineffective or Needs Improvement is recorded on an evaluation and may be used based upon the evaluator’s assessment of any other situation and context that may jeopardize the teacher’s continued performance with the district.
- C. The Evaluation** - The culminating process used to summarize information gathered through study of the teacher’s classroom performance plus an assessment of all inclusive factors specified in the rubric up to the specific point in time. The evaluator will distribute and explain the following forms:
- 1. Evaluation Form** - The official documentation of performance required by S.B. 2033 and requires summative narrative comments whenever a ranking of Highly Effective and Superior are awarded.

TEACHER PERFORMANCE EVALUATION – PROCEDURES (cont.)

2. Professional Learning Focus – Every certified teacher or administrator that is consistent with the qualitative component of TLE shall compete a Professional Learning Focus tailored to a professional goal for the teacher or administrator; addresses a specific area or criteria identified through the qualitative component of TLE; allows the teacher or administrator to engage with learning practices that are evidence-based and research practices that are correlated with increased student achievement; and be supported by resources that are easily available and supplied by the school district and the State Department of Education.

D. Evaluation Conference - A private conference shall occur within the timeline following the classroom observations to allow for critical feedback, reflection and discussions regarding the ways in which a teacher needs to improve as well as identify specific strengths. During this conference the evaluator will provide the teacher with a hard copy of the signed evaluation. As noted, a PDP will be written for rankings of Ineffective and Needs Improvement.

On a completely voluntary basis, a teacher may provide the evaluator with additional evidence of professional proficiency for purposes of the evaluation. This is allowed; however such evidence is not required nor suggested by the evaluator.

E. Signature, Teacher Response and Filing - At the conclusion of the observation conference, both the teacher and the evaluator will sign the evaluation instrument. If the teacher wishes to respond to this or any other evaluation document, such response must be made in writing within two weeks, and the response will become part of the record. The evaluator may respond in the record to the teacher's written response. The teacher, evaluator, and the Human Resources Department will receive a copy of the completed evaluation record.

4. FOLLOW-UP PROCEDURE - CONSEQUENCES OF NON-REMEDIED DEFICIENCIES

The teacher must meet the PDP's requirements and goals in all respects by the specified deadline. Failure to do so may result in the teacher's dismissal or non-renewal.

REFERENCE: 70 O. S. §6-101.10, et seq

TEACHER PERFORMANCE EVALUATION PROCEDURES

During the 2014-2015 school year, the TLE shall be fifty percent (50%) qualitative and fifty percent (50%) quantitative. As required by 70 O.S. § 6-101.10 the school shall incorporate the student academic growth (“SAG”) as thirty five percent (35%) and other academic measures (“OAM”) as fifteen percent (15%) of the quantitative components of the TLE. Each teacher for whom a Value Added Result is not available shall utilize a student learning objectives (“SLO”) or student outcome objectives (“SOO”).

An SLO/SOO is a measurable, long term academic goal that a teacher team sets at the beginning of the year for all students or subgroups of students that have attended the course eighty-five percent (85%) or more of the course.

The SLO/SOO cycle consists of five steps:

	<u>2014-15</u>	<u>2015-2016 and beyond</u>
(1) Development	February 13	September 30
(2) Approval	March 2	November 15
(3) Midcourse check-in	April 17	January 30
(4) Year-end reflection	May	May
(5) Scoring and summative conference	Depending on assessment: End of the school year or beginning of the next school year.	

Initially, each administrator shall visit with teachers for whom a value added result is not available and shall require that a SLO/SOO be developed. SLOs/SOOs must demonstrate SAG impacted by the teacher in order to provide actionable feedback. The process for development of SLO/SOO is as follows:

1. Identification of core content and standards that best represents the teacher’s schedule with a focus on skills and content. The teacher may write them individually or collaboratively as a team.
2. Gather and analyze student data covering the largest group of students possible using a course level, class-level or tiered SLO/SOO respectively.
3. Determine the focus of the SLO/SOO on essential skills and content determined through collaboration with colleagues.
4. Select or develop an assessment identified by the district will be prioritized as follows: state test, districtwide assessment created or purchased), vetted common assessment (created or purchased), vetted individual classroom assessment (purchased) or Individual classroom assessment (created).
5. Develop a growth target and rationale set by district or site-based teams that include teachers who teach the grade(s) and subject(s) and are experienced in using the selected assessments.

TEACHER PERFORMANCE EVALUATION PROCEDURES (cont.)

The SLO/SOO evaluation rating for each teacher will be based on a 5 point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

Revisions may be made to an SLO/SOO if a teacher provides evidence of extenuating circumstances that have reasonably affected the teacher's performance. Changes must be approved by the evaluator or appealed by the teacher.

Teachers are required to collect and store assessments and summative scoring result sheets for three years. The summative scoring sheet will be added to the assessment file and electronic files will be maintained using selected TLE software program.

An appeal process is available and must be filed with the Human Resources designee within five (5) days of rejection of the SLO/SOO. The designee will convene a panel consisting of a principal and two teachers to approve the SLO/SOO or the teacher will have five (5) days to rewrite and submit using the recommendations of the panel.

The board of education shall annually approve a list of other academic measures ("OAM") from the list of options which have been approved by the State Board of Education. OAM are alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impact by the teacher. Each teacher shall have at least two options that are grade level appropriate. The teacher shall be required to select an other academic measure from the list approved by the board of education that is relevant to the job duties assigned to that teacher. The other academic measure should be selected by the teacher with the understanding that the measure is to be utilized to provide actionable feedback to the teacher. If there are not at least two options of OAM listed on the approved OAM list that are relevant to the job duties of a teacher, two other relevant options will be provided by the board of education that meet the definition of other academic measure adopted by the Oklahoma State Board of Education prior to the expiration of the first nine weeks of school.

The rating scale for each teacher shall be a 5 point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

The timeline for the evaluation process shall be as follows:

1. During the first nine weeks of school, each teacher shall do each of the following:
 - a. Determine an academic area of focus for the teacher's students that will guide the other academic measures for the teacher.
 - b. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.

TEACHER PERFORMANCE EVALUATION PROCEDURES (cont.)

- c. Select an other academic measure that will be used to measure the performance of the academic area of focus at the end of the school year (or after instruction for the academic area of focus is complete). Those teachers who receive an individual value added model score because they teach in a grade and subject that has state tests used for calculating individual value added model scores may substitute the value added model score (on a 5 point scale) for the other academic measure if they so choose.
 - d. Establish a SMART goal by the end of the first semester for the academic area of focus as measured by the other academic measure. SMART goals are Specific, Measureable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data. Teachers may collaboratively develop SMART goals and 5 point rating scales with peers.
 - e. Establish a 5-point rating scale, by the end of the first semester, for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.
 - f. By the way of signature, receive agreement from the evaluator on the SMART goal, where 5 is Superior point rating scale. If the teacher and the evaluator cannot agree on the SMART goal and 5-point rating process, the Superintendent shall provide mediation.
2. At the end of the school year (or after instruction for the academic area of focus is complete), all teachers shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM. Documentation of student performance should be provided.
 3. Because the results of many OAM are unavailable until after evaluations must be completed for re-employment decisions, other academic measure results will be calculated as 15% of teacher evaluations during the year following their attainment.
 4. If a teacher encounters an extenuating circumstance including, but not limited to, extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or those situations that materially impact the achievement of the teacher's students after a SMART goal has been agreed upon, the teacher shall be evaluated via the development of a high quality reflective analysis of their student performance and factors that contributed to the teacher's inability to reach expected targets.

The district shall utilize the other academic measure sample worksheet provided by the State Department of Education.

TEACHER PERFORMANCE EVALUATION PROCEDURES (cont.)

Data shall be collected by the evaluator on an ongoing basis in compliance with the system of evaluation selected by the board of education. The data shall be maintained in an evaluation file for the teacher. Final scores for the other academic measure component shall be determined by the end of the school year.

PERSONAL DEVELOPMENT PLAN

1. **When to be Used** – A principal who ranks any area of an evaluation ‘Ineffective’ or ‘Needs Improvement’ is requested to develop with the teacher a formal, written Personal Development Plan using the Personal Development Plan form contained within the evaluation packet “SMART” format. The goals and required actions must be:

- **Specific:** Identified with sufficient detail so that the “who, what, and when” are clear, with regard to what the teacher must do and what resources/assistance are available to him or her.
- **Measurable:** Defined so that there is a starting point and a final value to be achieved.
- **Attainable:** Defined by a final goal that is reachable within the given time frame assuming the reasonable efforts of the teacher and the assistance of the evaluator.
- **Resources:** Identifies and provides resources that will assure increased effectiveness within the targeted performance areas.
- **Time Bound:** Defined with an ultimate deadline and benchmarks reflecting the nature and gravity of the performance deficiency with timeframes to measure progress as appropriate.

The Personal Development Plan is not to exceed two (2) months in duration.

1. **Assistance Available** – In writing the recommendation for improvement of performance, the teacher and the evaluator will discuss the kind of professional assistance that is needed and the individuals best qualified to assist the person being evaluated.
2. **Periodic Review** – During the period of the Personal Development Plan, the evaluator will confer at least once a week with the teacher who has received the ‘Ineffective’ or ‘Needs Improvement’ rating.
3. **Records** - All documents used in the evaluation procedure will be maintained in the teachers personnel file. Except by order of a court of competent jurisdiction, evaluation documents and the responses thereto shall be available only to the evaluated person, the board of education, the administrative staff making the evaluation, the board and administrative staff of any school to which the evaluated person applies for employment and such other persons as are specified by the teacher in writing and shall be subject to disclosure at a hearing.

REFERENCE: 70 O. S. §6-101.24

ASSISTANT COACH EVALUATION

Name: _____ **Sport:** _____ **Date:** _____

This form will be used by the Head Coach in the evaluation of his/her assistant coach(es). It will be submitted to the Principal and Site Athletic Coordinator for his/her review at the end of each season. The form will then be submitted to the District Director of Athletics for his/her review.

The following areas will be rated on a scale of 1 to 5. A 5 rating given by the evaluator would signify observance of a commendable performance and/or conditions. A 4 rating would indicate a good performance. A rating of 3 would denote an average performance. A rating of 2 would indicate that there are deficiencies which must be addressed/remedied. A rating of 1 would indicate that there are serious deficiencies which must be remedied within a given time period as determined by the administrator.

1. Assessment and evaluation of professional and personal performance:

- _____ A. Shows loyalty to the Head Coach and to the school system.
- _____ B. Displays care for equipment and facilities.
- _____ C. Exhibits knowledge of his/her respective sport.
- _____ D. Demonstrates the ability to motivate student-athletes.
- _____ E. Develops rapport with coaches and players.
- _____ F. Shows intensity of interest in coaching his/her particular sport.
- _____ G. Provides supervision of players in the locker room and other areas.
- _____ H. Establishes rapport with the coaching staff.
- _____ I. Accepts duties assigned by the Head Coach and the Director of Athletics.
- _____ J. Has knowledge of the rules and regulations of the OSSAA and LPS.
- _____ K. Establishes rapport with other high school coaches and has established relationships with parents and friends of the school district.
- _____ L. Works to ensure successful academic performance by student-athletes.

2. General conclusions and recommendations:

Assistant Coach: _____ **Date:** _____

Head Coach: _____ **Date:** _____

Athletic Coordinator: _____ **Date:** _____

Principal: _____ **Date:** _____

District Athletic Director: _____ **Date:** _____

SITE ATHLETIC COORDINATOR EVALUATION

Name: _____ **Sport:** _____ **Date:** _____

This form will be used by the Principal and the District Director of Athletics in the evaluation of the Site Athletic Coordinator.

The following areas will be rated on a scale of 1 to 5. A 5 rating given by the evaluator would signify observance of a commendable performance and/or conditions. A 4 rating would indicate a good performance. A rating of 3 would denote an average performance. A rating of 2 would indicate that there are deficiencies which must be addressed/remedied. A rating of 1 would indicate that there are serious deficiencies which must be remedied within a given time period as determined by the administrator.

1. Assessment and evaluation of the Site Athletic Coordinator:

- _____ A. Cooperates and communicates with the Director of Athletics, other administrators, and staff With regard to information pertaining to the program.
- _____ B. Understands and follows rules, regulations, and policies set forth by the OSSAA and LPS.
- _____ C. Meets all criteria as outlined in his/her job description.
- _____ D. Works cooperatively with the Director of Athletics and other administrators in maintaining and enhancing his/her program.
- _____ E. Promotes all activities in the athletics program in an attempt to foster school spirit.
- _____ F. Participates in the in-service meetings and other activities to improve the Athletics Department program performance, and attends meetings necessary to the growth and welfare of the Athletics Department.
- _____ G. Develops rapport with he athletics coaching staff and school district faculty and staff.
- _____ H. Is appropriately dressed at the office and in the community.
- _____ I. Develops rapport with other schools and administrators.
- _____ J. Provides rules for student-athletes and follows due process.
- _____ K. Maintains suitable conduct towards students, student-athletes, faculty, and staff.
- _____ L. Works cooperatively with staff and community in scheduling, and community engagement programs.

2. Assessment and evaluation of day-to-day performance:

- _____ A. Develops respect by example in appearance, manners, behavior, language, and conduct during contests.
- _____ B. Provides proper supervision and administration of assigned areas.
- _____ C. Is well-versed and knowledgeable in matters pertaining to the assigned duties.
- _____ D. Has discipline and control of assigned duties.
- _____ E. Develops a well-organized schedule that utilizes the staff to its maximum potential.
- _____ F. Participates in periodic athletics and faculty staff meetings.
- _____ G. Continues professional growth by researching techniques and ideas in addition to using Sound, proven methods.
- _____ H. Is prompt for meetings and work assignments.
- _____ I. Shows an interet in student-athletes and students in their activities and their classroom pursuits.
- _____ J. Provides leadership and attitudes that produce positive efforts by program participants.
- _____ K. Delegates authority with the responsibility while remaining accountable for such delegations.

- _____ L. Provides an atmosphere of cooperation in being receptive to suggestions and giving credit to those responsible for success.
- _____ M. Uses ethical means of motivation and emphasizes values of competitive athletics, Acceptable personal behavior, decision making, and lasting values to each individual.

3. Assessment and evaluation of related administrative responsibilities:

- _____ A. Is concerned about the care of equipment including issue, collection, inventory, and storage.
- _____ B. Is cooperative in sharing of facilities.
- _____ C. Shows self-control and poise in areas related to administrative responsibilities.
- _____ D. Displays enthusiasm and exhibits interest in working in the athletics department.
- _____ E. Keeps the District Director of Athletics informed about potentially dangerous situations and other unusual events that have occurred.
- _____ F. Follows proper procedure for purchasing of equipment.
- _____ G. Develops and operates within an annual budget approved by the District Director of Athletics.
- _____ H. Is cooperative in helping service clubs, booster clubs, recreation department, and other Organizations in their projects that, in turn, relate to our athletic program.

4. General conclusions and recommendations:

Site Athletic Coordinator: _____

Date: _____

Principal: _____

Date: _____

District Athletic Director: _____

Date: _____

EVALUATION OF ADMINISTRATIVE PERSONNEL

Except for the superintendent of schools, who shall be evaluated by the board of education, all certified and non-certified administrators shall be evaluated at least annually by the certificated personnel designated by the superintendent. All principal evaluations shall be made in writing utilizing the McREL'S Principal Evaluation System (DNAA-E2). All other administrators will be evaluated using the McREL's Instructional and Non-Instructional Central Office Evaluation System (DNAA-E1).

Evaluation documents and responses thereto are to be maintained in a personnel file for each administrator. The same evaluation shall be used for both certified and non-certified administrators. The evaluator may omit any criterion or indicator on the evaluation form that is not applicable to the administrative position being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

All certified and non-certified administrators shall be evaluated and the evaluation form completed no later than June 30 of each school year.

The board of education shall evaluate and complete the evaluation on the superintendent of schools at least 10 days prior to the board taking any action to renew or not renew the superintendent's contract.

REFERENCE: O. S. 70 §6-101.10

**ADMINISTRATOR MINIMUM PERFORMANCE CRITERIA
ASSESSMENT**

The enclosed set of minimum administrator performance criteria is one portion of the annual administrator's evaluation process. This assessment will be incorporated into the complete administrator evaluation procedure summarized on the Performance Summary Form at the conclusion of the school year.

Administrator Being Evaluated

Building Assignment

General Comments in Reference to the Six Minimum Performance Criteria Areas:

Note to the administrator being evaluated: The results contained in this proportion of the evaluation will be reviewed at the conclusion of the year along with other components of the evaluation process. Any written response to the appraisal or comments contained herein will be attached to this assessment if submitted within ten days of receipt of this form. This completed form will be held by the evaluator until submitted at the conclusion of the school year with the complete evaluation results.

Signature of Evaluator

Date Evaluation Completed

ADMINISTRATOR PERFORMANCE EVALUATION (cont.)

EVALUATION: Check one of the three (3) columns at the right.

Satisfactory: Meets or exceeds district standards

Progressing: Does not meet minimum district standards

Unsatisfactory: Requires Plan of Improvement

S P U

I. ADMINISTRATOR MANAGEMENT AND PRODUCT INDICATORS			
1. PREPARATION - The administrator and staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores and other data as well as other data as well as community input.			
2. ROUTINE - The administrator uses a minimum of instructional time for non-instructional routines thus maximizing time on task.			
3. DISCIPLINE - The administrator works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.			
4. LEARNING ENVIRONMENT - The administrator establishes and maintains rapport with staff and students, providing a pleasant, safe, and orderly climate for learning.			
5. IMPROVEMENT PLAN - The administrator provides a written school building improvement plan that supports the district's Five-Year School Improvement Plan.			
6. STUDENT DATA - The administrator provides a written analysis of student test scores and other data to assure that various student populations are benefiting from the instructional program.			
7. PROGRAM DRIVEN BUDGET PROCESS - The administrator provides written documentation of collaborative site-based budgeting processes based upon Goals and the Comprehensive Local Education Plan.			
II. INSTRUCTIONAL LEADERSHIP INDICATORS			
8. RELATIONSHIP WITH STAFF - The administrator works with staff in collegial and non-threatening ways to promote and improve instruction.			
9. EXPECTATIONS - The administrator sets high expectations for staff.			
10. RESOURCES - The administrator provides needed resources for staff.			
11. CURRICULUM - The administrator works with staff to establish curriculum objectives, sequence, and lesson objectives.			
III. INSTRUCTIONAL LEADERSHIP INDICATORS WITH STUDENTS			
12. INVOLVES LEARNERS - The administrator works with staff to assure that all learners are involved in the learning process.			
13. STUDENT PROGRESS - The administrator assists the staff in monitoring student progress,			
14. RECOGNIZES STUDENT ACHIEVEMENT - The administrator works with staff to develop a program to recognize academic achievement.			
15. DISCIPLINE POLICIES - The administrator provides written policies to which students are expected to conform.			
IV. ADMINISTRATOR STAFF EVALUATION INDICATORS ADMINISTRATOR STAFF EVALUATION INDICATORS			
16. EXPLAIN CRITERIA - The administrator educates the staff to recognize and display the teaching criteria upon which the evaluation is based.			

17. THE OBSERVATION - The administrator observes in the classroom the performance criteria as defined by the district.			
18. THE EVALUATION - The administrator cumulatively evaluates staff only after classroom observations are made, performance feedback is given, growth goals			
V. ADMINISTRATOR PROFESSIONAL GROWTH AND RESPONSIBILITY INDICATORS			
19. Participates in the development and implementation of school policies and procedures.			
20. Maintains good rapport with colleagues,			
21. Keeps self up-to-date in areas of specialization.			
22. Takes advantage of in-service education opportunities.			
23. Participates in school and system-wide committees.			
24. Assists in out-of-class activities, including student management.			
25. Shares ideas, materials, and methods with professional colleagues.			
26. Shares in the evaluation of effectiveness of educational programs.			
27. Consults with previous teacher, team leaders, department heads, consultants, and specialists to improve the teaching-learning			
28. Interprets school programs to parents and to the community as opportunity occurs.			
29. Exercises professional judgement regarding promptness, attendance, and absence from work.			
VI. ADMINISTRATOR RELATIONSHIP INDICATORS WITH PARENTS			
30. Conducts constructive parent conferences.			
31. Interprets learning programs to parents.			
32. Stresses a positive approach to parent relations			
33. Maintains confidentiality in relations with parents.			

SUMMARY: (Strengths and Recommendations :)

PERFORMANCE SUMMARY FORM

Instructions: Attach the Plan of Action forms and the evaluation of the minimum criteria and complete applicable sections of this Performance Summary Form. Submit to the personnel department by June 30.

Administrator's Name

Building

Date of Final Evaluation Conference

Position

1. Evaluators summary of performance on minimum criteria:

2. Evaluator's summary of success of Plan of Action:

3. Evaluator's summary of general performance, recommendations, recognition, observations, comments:

4. Appraisee's comments (attach documents, etc., if desired)

Signature of Appraisee

Date of Signing

Signature of Evaluator

Date of Signing

ADDENDUM FOR AREAS MARKED "PROGRESSING"

Procedure - The person being evaluated and the supervisor responsible for the evaluation are to complete this form together during the post-evaluation conference if any area of the evaluation program has been observed to be "progressing" toward satisfactory performance.

While this assessment does not require a formal plan of improvement, the supervisor and the administrator must be satisfied that the circumstances interfering with satisfactory performance are clearly indicated and that the actions and the time specified for adjustment are understood.

The supervisor is required to reassess the reasons for the "progressing" evaluation during the time agreed upon by both the supervisor and the administrator. The degrees of formality of the results of reassessment are to be mutually agreed upon. Should either the supervisor or the administrator want a formal indication of progress earlier than the next regular evaluation, the optional reassessment form is to be used.

Administrator's Name_____
Building_____
Date Completed

Area(s) Marked "Progressing" _____

Description of those factors which are interfering with satisfactory performance:

Time mutually agreed upon for adjustment and reassessment in this area: _____

I have discussed the nature of the above factors with the administrator conducting the evaluation and I understand the reasons cited for the "progressing" performance rating.

Administrator's Signature_____
Evaluator's Signature

**PLAN FOR IMPROVEMENT OF PERFORMANCE –
UNSATISFACTORY AREAS**

Name: _____ School: _____

Position: _____ School Year: _____

Date of Planning Conference: _____

Any area marked "Unsatisfactory" requires that the evaluator and the administrator complete this form specifying what the individual administrator should do to correct the indicated deficiencies.

1. Area(s) marked unsatisfactory

2. Objectives and Activities for Plan of Improvement (Use narrative attachments if appropriate)

3. Schedule and Method for Evaluation of Progress (Use narrative attachment if appropriate)

4. Time scheduled for Completion of Plan Improvement

Signature of Person Evaluated_____
Date of Signing_____
Signature of Evaluator_____
Date of Signing

[The signature of the person being evaluated does not indicate agreement of the results of the evaluation. The signature indicates that he/she understands the Plan of Improvement outlined and that he/she has the opportunity to respond in writing to the plan or the evaluation of progress being made toward completion of the plan. Written responses become part of the official file of evaluation.]

**OPTIONAL REASSESSMENT FORM FOR AREAS MARKED
"PROGRESSING"**

(If use of form is requested by administrator or the evaluator, results become part of original evaluation form.)

Administrator's Name_____
Building_____
Date of Follow-up Conference

Area(s) Marked Progressing _____

Conclusion of evaluator following reassessment:

** [] Unsatisfactory [] Progressing [] Satisfactory

** An unsatisfactory performance rating requires the completion of a formal plan of improvement to be developed by the administrator and the evaluator. Failure to correct unsatisfactory performance may lead to the administrator's dismissal or non-reemployment.

Explanation following reassessment:

I understand that my signature means I have read and had an opportunity to discuss this reassessment with my evaluator and that I have the right to attach a written response to this reassessment within two weeks from the date of the follow-up conference.

Administrator's Signature_____
Evaluator's Signature

THE PRINCIPAL EVALUATION RUBRIC

PRINCIPAL LEADERSHIP RESPONSIBILITIES ASSOCIATED WITH **MANAGING CHANGE**

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
a. Change Agent: is willing to and actively challenges the status quo.				
<input type="checkbox"/> Uses a variety of data to identify necessary changes initiatives.	...and <input type="checkbox"/> Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.	... and <input type="checkbox"/> Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives even though outcomes may be uncertain.	... and <input type="checkbox"/> Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption. <input type="checkbox"/> Is recognized in the education community as an advocate for new and innovative ways of schooling.	
b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.				
<input type="checkbox"/> Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others.	...and <input type="checkbox"/> Adapts leadership style to the needs of specific situations. <input type="checkbox"/> Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.	... and Creates and uses transitions teams during times of change to <input type="checkbox"/> Assist individuals in transitioning into the new ways of doing things. <input type="checkbox"/> Adapt quickly to changing environments and contexts.	... and Improves collective efficacy by <input type="checkbox"/> Effectively managing change. <input type="checkbox"/> Building on the collective ability of the school community to adapt to contextual conditions.	
c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling.				
<input type="checkbox"/> Possesses well-defined ideals and beliefs about schools and schooling that align with district non-negotiable goals.	...and <input type="checkbox"/> Creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff. <input type="checkbox"/> Demonstrates behaviors that exemplify stated beliefs about school and schooling.	...and <input type="checkbox"/> Creates demand for change by communicating ideals and beliefs throughout the community. <input type="checkbox"/> Creates opportunities to implement change that exemplifies ideals and beliefs.	...and <input type="checkbox"/> Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community. <input type="checkbox"/> Preservers in the face of challenges to effectively sustain positive change.	

THE PRINCIPAL EVALUATION RUBRIC (cont.)

d. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.

<input type="checkbox"/> Understands and articulates the current rigorous and relevant research and theory on effective schooling.	...and <input type="checkbox"/> Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities.	... and <input type="checkbox"/> Uses the outcomes of professional development on rigorous and relevant research and theory on effective schooling to guide professional learning community discussions and activities.	... and <input type="checkbox"/> Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice.	
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e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.

<input type="checkbox"/> Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge.	...and <input type="checkbox"/> Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.	... and <input type="checkbox"/> Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.	... and <input type="checkbox"/> Leverages mastery and vicarious experiences to increase the collective efficacy of teachers and staff.	
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f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.

<input type="checkbox"/> Understands the impact of school practices on student learning and achievement. <input type="checkbox"/> Understands the impact that change may have on individuals in the school.	...and Uses a variety of data and processes to <input type="checkbox"/> Drive decisions about initiating new and innovative research-based programs and interventions. <input type="checkbox"/> Monitor the needs and performance of individuals, groups, and the school as a whole.	...and <input type="checkbox"/> Routinely works collaboratively with teachers and staff to access the impact of research-based programs and interventions on student learning and achievement.	...and <input type="checkbox"/> Monitors the fidelity and consistency of the implementation of research-based practices and their impact on student learning and achievement.	
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g. Optimize: Inspires and leads new and challenging innovations.

<input type="checkbox"/> Portrays a positive attitude about the ability of teachers and staff to accomplish school goals.	...and <input type="checkbox"/> Inspires teachers and staff to individually and collectively accomplish school goals.	...and <input type="checkbox"/> Inspires and motivates teachers and staff to accomplish things they consider to beyond their grasp.	...and <input type="checkbox"/> Promotes perseverance and hope during challenging times.	
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THE PRINCIPAL EVALUATION RUBRIC (cont.)

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO
SUPPORT RATINGS:

- ☐ ELL Monitoring Notebook
- ☐ Professional Development Plan
- ☐ Regular Feedback to Teachers and Staff Regarding Performance
- ☐ Planning and Leading Professional Development
- ☐ Classroom Walkthrough Data
- ☐ Monitoring Plan
- ☐ Operating Principles and Working Agreements
- ☐ _____
- ☐ _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

PRINCIPAL LEADERSHIP RESPONSIBILITIES ASSOCIATED WITH FOCUS OF LEADERSHIP				
Focus of leadership involves accurately and pro-actively targeting appropriate areas for school improvement efforts.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
a. Contingent Rewards: Recognizes and rewards individual accomplishments.				
<input type="checkbox"/> Develops criteria and procedures for recognizing hard work and results from individuals and groups.	...and Capitalizes on formal and informal opportunities to <input type="checkbox"/> Recognize the accomplishments and hard works of all stakeholders. <input type="checkbox"/> Maximize the intangible assets of a school.	... and <input type="checkbox"/> Involves all stakeholders groups in the recognition and reward process.	... and <input type="checkbox"/> Promotes the accomplishments of the school. <input type="checkbox"/> Inspires all stakeholders to make significant contributions. <input type="checkbox"/> Improves perceptions of stakeholders that they have the ability to contribute to increases in student achievement.	
b. Discipline: Protects teachers from issues and influences that would detract from their time or focus.				
<input type="checkbox"/> Communicates to the entire school community the importance of an effective learning environment, and that instructional time and focus are the school's top priority.	...and Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction, including <input type="checkbox"/> A school schedule that maximizes instructional time. <input type="checkbox"/> Policies and procedures that maximize the use of instructional time.	... and <input type="checkbox"/> Enforces policies and procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction.	... and <input type="checkbox"/> Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.	
c. Focus: Establishes clear goals and keeps those goals in the forefront of the schools' attention.				
<input type="checkbox"/> Understands the importance of setting high expectations for student learning and achievement.	...and <input type="checkbox"/> Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement.	...and Creates processes and procedures to <input type="checkbox"/> Clearly communicate the goals and progress toward achieving them to all members of the school community. <input type="checkbox"/> Maintain a consistent focus on the school's goals.	...and <input type="checkbox"/> Leverages high, concrete goals in order to continually create demand for innovation and improvement.	

THE PRINCIPAL EVALUATION RUBRIC (cont.)

d. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.

<input type="checkbox"/> Demonstrates knowledge and understanding of curriculum, instruction, and assessment issues.	...and <input type="checkbox"/> Actively imitates activities to address curriculum, instruction, and assessment issues. Provides and actively participates with teachers in meaningful professional development and opportunities to <ul style="list-style-type: none"> <input type="checkbox"/> Reflect upon their practice. <input type="checkbox"/> Engage in peer-to-peer learning. <input type="checkbox"/> Design instructional and curricular activities. <input type="checkbox"/> Address assessment issues. 	... and Models effective pedagogy that includes <ul style="list-style-type: none"> <input type="checkbox"/> Communicating learning goals. <input type="checkbox"/> Acquiring and integrating knowledge. <input type="checkbox"/> Extending and refining knowledge. <input type="checkbox"/> Applying knowledge. 	... and <input type="checkbox"/> Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction, and assessment practices, programs, and interventions.	
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e. Order: Establishes a set of standard operating procedures and routines.

<input type="checkbox"/> Is developing clear structures, rules, procedures, and routines for student and staff behavior.	...and <input type="checkbox"/> Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.	... and <input type="checkbox"/> Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work.	... and <input type="checkbox"/> Uses an orderly environment to sustain confidence in the school's ability to educate all children.	
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f. Outreach: Is an advocate and spokesperson of the school to all stakeholders.

<input type="checkbox"/> Communicates with stakeholder groups about school initiatives and activities.	...and Advocates for the school with <ul style="list-style-type: none"> <input type="checkbox"/> The community. <input type="checkbox"/> Parents. <input type="checkbox"/> Central Office. <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> Students. 	...and <input type="checkbox"/> Collects perception data from the school community to inform advocacy activities.	...and Uses community relationships as both tangible and intangible assets to engage all stakeholders in <ul style="list-style-type: none"> <input type="checkbox"/> Family and Community involvement initiatives. <input type="checkbox"/> School Governance and improvement. <input type="checkbox"/> Contributing to improving student learning and achievement. 	
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THE PRINCIPAL EVALUATION RUBRIC (cont.)

g. Resources: Is an advocate and spokesperson of the school to all stakeholders.

<p>Assesses the resource needs of teachers and staff, including</p> <p><input type="checkbox"/> Professional Development needs.</p> <p><input type="checkbox"/> Tools, materials, and equipment needs.</p>	<p>...and</p> <p>Ensures that teachers and staff have</p> <p><input type="checkbox"/> Professional development that enhances their teaching.</p> <p><input type="checkbox"/> Tools, materials, and equipment necessary to perform their duties.</p>	<p>...and</p> <p><input type="checkbox"/> Seeks out additional resources to maximize outcomes for all students.</p>	<p>...and</p> <p><input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices.</p>	
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COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

- ☐ Principal Training
- ☐ University/School Associations
- ☐ Formal Evaluations
- ☐ New Program Adoptions
- ☐ Grade-Level Meeting Agendas
- ☐ Progress Toward Achieving Goals
- ☐ Student Handbook
- ☐ Safety Plan
- ☐ Budget Notebook
- ☐ Student Support Plan
- ☐ Recognition Events
- ☐ Staff Handbook
- ☐ Site Calendar
- ☐ Master Schedule
- ☐ Staff and Teacher Surveys
- ☐ Community Activities
- ☐ Student Achievement Meetings, Protocols, and Schedules

☐ _____

☐ _____

☐ _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH **PURPOSEFUL COMMUNITY**

A **Purposeful Community** is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
a. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures.				
Privately or individually acknowledges successes and failures of <input type="checkbox"/> Students <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> The school as a whole. <input type="checkbox"/> Communicates the nature of failures and the need to take action to address them.	...and Publicly and fairly recognizes the successes and failures of <input type="checkbox"/> Students <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> The school as a whole. <input type="checkbox"/> Communicates to teachers and staff actions taken and how they contributed to success or failure of school initiatives.	... and Has a plan for systematically and fairly recognizing successes and failures of <input type="checkbox"/> Students <input type="checkbox"/> Teachers. <input type="checkbox"/> Staff. <input type="checkbox"/> The school as a whole. <input type="checkbox"/> Utilizes the recognition of failure as an opportunity to create demand for improvement.	... and Publicly interprets and communicates <input type="checkbox"/> Failure as temporary and specific. <input type="checkbox"/> Success as permanent and pervasive. <input type="checkbox"/> Uses successes and failures to increase the belief of teachers and staff in their ability to impact student achievement.	
b. Communication: Establishes strong lines of communication with teachers and among students.				
<input type="checkbox"/> Implements a variety of strategies to communicate with the teachers, staff, and the larger school community. <input type="checkbox"/> Is accessible to some stakeholder groups.	...and <input type="checkbox"/> Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community. <input type="checkbox"/> Is easily accessible to all stakeholder groups.	... and <input type="checkbox"/> Systematically monitors and takes steps to improve communication structures within the school. <input type="checkbox"/> Develops and monitors effective systems and protocols to enable stakeholder groups to communicate with each other and with the principal.	... and <input type="checkbox"/> Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school.	

THE PRINCIPAL EVALUATION RUBRIC (cont.)

c. Culture: Fosters shared beliefs and a sense of community and cooperation.

<input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement. <input type="checkbox"/> Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school.	...and <input type="checkbox"/> Is the driving force behind a community-wide belief that teachers and staff can impact student learning and achievement. <input type="checkbox"/> Leads the development of a unified purpose and a shared vision for the school.	...and <input type="checkbox"/> Routinely and systematical monitors the level of collective efficacy in the school. <input type="checkbox"/> Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives.	...and <input type="checkbox"/> Leverages vicarious and mastery experiences to build collective efficacy around teacher and staff ability to impact student learning and achievement. <input type="checkbox"/> Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the schools purpose and vision.	
--	--	---	---	--

d. Input: Involves teachers in the design and implementation of important decisions.

<input type="checkbox"/> Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions.	...and <input type="checkbox"/> Seeks input from and provides opportunities for stakeholder groups to be involved in the school's decision-making process.	...and <input type="checkbox"/> Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles.	...and <input type="checkbox"/> Leverages stakeholder group input in order to create systems and processes that support rigorous education and relevant outcomes that matter to all.	
--	---	--	---	--

e. Relationships: Demonstrates awareness of the personal aspects of teachers and staff.

<input type="checkbox"/> Knows teachers and staff on an appropriate personal level in order to keep informed about issues within their lives that may enhance or detract from their performance.	...and <input type="checkbox"/> Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities. <input type="checkbox"/> Acknowledges significant events in the lives of teachers and staff.	...and <input type="checkbox"/> Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	...and <input type="checkbox"/> Strategically uses the strengths and interests of staff to significantly improve student performance.	
--	---	--	--	--

THE PRINCIPAL EVALUATION RUBRIC (cont.)

f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.

<input type="checkbox"/> Understands the nature and impact on the school culture of informal groups and relationships among teachers and staff.	...and <input type="checkbox"/> Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord.	...and <input type="checkbox"/> Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way.	...and <input type="checkbox"/> Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.	
---	--	---	--	--

g. Visibility: Has quality contacts and interactions with teachers and students.

Develops a systematic and strategic plan for visibility that includes <input type="checkbox"/> Frequent visits to classrooms. <input type="checkbox"/> Frequent interactions with all stakeholder groups.	...and Implements the strategic plan for visibility that includes <input type="checkbox"/> Frequent visits to classrooms. <input type="checkbox"/> Frequent interactions with all stakeholder groups.	...and <input type="checkbox"/> Uses classroom visitations and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school.	...and <input type="checkbox"/> Has established a purposeful community and developed meaningful networks and strategic alliances to accomplish the school's goals.	
---	--	--	---	--

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

- ☐ School Vision and Mission Statements
- ☐ Progress Toward Achievement of Smart Goals
- ☐ Staff Conference Agendas and Minutes
- ☐ Staff Bulletins and Newsletters
- ☐ Team Meeting Agendas
- ☐ Teacher Survey Data
- ☐ Community Survey Data
- ☐ Identification and Use of Human and Fiscal Resources
- ☐ PTA/Principal's Newsletter
- ☐ Master Schedule
- ☐ PTA Calendar
- ☐ School Calendar
- ☐ ELL Support Schedule
- ☐ Faculty Meeting Agendas, Sign In Sheets, Minutes
- ☐ Clear Vision and Mission about Improving Student Achievement
- ☐ Student Achievement Data
- ☐ Student Attendance Data
- ☐ Teacher Attendance Data
- ☐ Graduation and Promotion Rates
- ☐ _____
- ☐ _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

RECORDING EVALUATION RESULTS
PRINCIPAL SUMMARY EVALUATION WORKSHEET

This form is to summarize self-assessment and evaluate ratings in preparation for the mid-year and summary evaluation conferences. The principal and superintendent or designee independently completes the form by recording ratings of individual responsibilities based on the ratings of practices collected on the rubric. During mid-year and summary evaluation conferences, the principal and superintendent or designee will jointly complete the final version of the form and agree on the final ratings.

Name of Principal: _____ Date: _____

School: _____ District: _____

Name of Evaluator: _____ Title: _____

Distinguished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Affirmation	Communication	Culture	Input	Relationships	Situational Awareness	Visibility	Overall: Purposeful community	Change agent	Flexibility	Ideals and Beliefs	Intellectual Stimulation	Knowledge of Curriculum, Instruction, and Assessment	Monitor and Evaluate	Optimize	Overall: Managing Change	Contingent Rewards	Discipline	Focus	Involvement in Curriculum, Instruction, and Assessment	Order	Outreach	Resources	Overall: Focus of Leadership
	Purposeful Community							Managing Change							Focus of Leadership									

THE PRINCIPAL EVALUATION RUBRIC (cont.)

PRINCIPAL SUMMARY EVALUATION RATING FORM

This form is to be jointly completed by the principal and superintendent or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

Framework Component 1: Principal Leadership Responsibilities Associated with Managing Change

ELEMENTS	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
A. Change Agent: Is willing to and actively challenges the status quo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Flexibility: Adapts his/her leadership behavior to the needs of the current situation and is comfortable with dissent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Optimize: Inspires and leads new and challenging innovations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR MANAGING CHANGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

- ☐ ELL Monitoring Notebook
- ☐ Professional Development Plan
- ☐ Regular Feedback to Teachers and Staff Regarding Performance
- ☐ Planning and Leading Professional Development
- ☐ Classroom Walkthrough Data
- ☐ Monitoring Plan
- ☐ Operating Principles and Working Agreements
- ☐ _____
- ☐ _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

Framework Component 2: Principal Responsibilities Associated with Focus of Leadership

ELEMENTS	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
A. Contingent Rewards: Recognizes and rewards individual accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Discipline: Protects teachers from issues and influences that would detract from their time or focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Order: Establishes a set of standard operating procedures and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Outreach: Is an advocate and spokesperson of the school to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Resources: Provides teachers with material and professional development necessary for the execution of their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR FOCUS ON LEADERSHIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

- ☐ Principal Training
- ☐ University/School Associations
- ☐ Formal Evaluations
- ☐ New Program Adoptions
- ☐ Grade-Level Meeting Agendas
- ☐ Progress Toward Achieving Goals
- ☐ Student Handbook
- ☐ Safety Plan
- ☐ Budget Notebook
- ☐ Student Support Plan
- ☐ Recognition Events
- ☐ Staff Handbook
- ☐ Site Calendar
- ☐ Master Schedule
- ☐ Staff and Teacher Surveys
- ☐ Community Activities
- ☐ Student Achievement Meetings, Protocols, and Schedules
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

Framework Component 3: Principal Responsibilities Associated with Purposeful Community

ELEMENTS	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
A. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Communication: Establishes strong lines of communication with teachers and among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Culture: Fosters shared beliefs and a sense of community and cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Input: Involves teachers in the design and implementation of important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Relationships: Demonstrates awareness of the personal aspects of teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Visibility: Has quality contacts and interactions with teachers and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR PURPOSEFUL COMMUNITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

RECOMMENDED ACTIONS:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:

- ☐ School Vision and Mission Statements
- ☐ Progress Toward Achievement of Smart Goals
- ☐ Staff Conference Agendas and Minutes
- ☐ Staff Bulletins and Newsletters
- ☐ Team Meeting Agendas
- ☐ Teacher Survey Data
- ☐ Community Survey Data
- ☐ Identification and Use of Human and Fiscal Resources
- ☐ PTA/Principal's Newsletter
- ☐ Master Schedule
- ☐ PTA Calendar
- ☐ School Calendar
- ☐ ELL Support Schedule
- ☐ Faculty Meeting Agendas, Sign In Sheets, Minutes
- ☐ Clear Vision and Mission about Improving Student Achievement
- ☐ Student Achievement Data
- ☐ Student Attendance Data
- ☐ Teacher Attendance Data
- ☐ Graduation and Promotion Rates
- ☐ _____
- ☐ _____
- ☐ _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

PRINCIPAL SUMMARY GOAL-SETTING FORM

Name of Principal: _____

School: _____ School Year: _____

Instructions: This goal-setting form may be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and timeline, will be reviewed by the principal's supervisor. Each principal must establish one (1) goal related to the core responsibilities for principals and two (2) additional goals, for a total of at least three (3) goals. It is recommended that no more than five (5) goals be established for a single school year. It is not necessary for the principal to have for each framework component.

Framework Component	Responsibilities	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes	Timeline for Achieving Goal	Resources Needed
Managing Change						
Focus of Leadership						
Purposeful Community						

Principal Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

THE PRINCIPAL EVALUATION RUBRIC (cont.)

MID-YEAR EVALUATION: PROGRESS TOWARD ACHIEVING GOALS

Name: _____ District: _____
School: _____ School Year: _____
Evaluator: _____ Title: _____

The evaluator determines whether the principal is making acceptable progress toward goal attainment with each leadership component. Mark this category as **(P)-Progressing** or **(NP)-Not Progressing**.

GOAL	P	NP	NA*
Purposeful Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus of Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*na = No goal was established for this framework component.

Goal:

Revised Plan/Comment:

Goal:

Revised Plan/Comment:

Principal Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

ADMINISTRATOR EVALUATION**1. General Provisions**

The administrator evaluation process utilizes three elements:

- A. A set of minimum performance criteria
- B. A plan of action to accomplish job targets, and
- C. An end-of-year performance summary completed by the evaluator based on the minimum criteria, the plan of action and other observations and information obtained by the evaluator.

All district administrators are required to be evaluated every school year.

2. Procedure and Schedule for Evaluation

- A. Planning Conference. - By September 1 of the new school year the appropriate administrator and the person being evaluated will meet to review the minimum performance criteria, the performance summary form to be used in the measurement of outcomes at the conclusion of the school year, and to establish tentative job targets (Plan of Action) for the school year. The Plan of Action will be completed during the conference.
- B. December 1 - By this date the evaluator will schedule the first evaluation conference to discuss progress on the Plan of Action agreed upon at the beginning of the school year. This conference will be documented by notation of progress, suggestions, revisions, etc. These references are to be retained by the evaluator.
- C. December 1 to March 1. - During this period, additional conferences may be scheduled as needed with documentation retained by the evaluator.
- D. By April 10. - On or before this date, the evaluator will complete a formal assessment utilizing the minimum Performance Criteria indicators. Areas marked "Progressing" require the completion of an informal addendum while areas marked "Unsatisfactory" require the completion of a formal plan for improvement of performance. Both forms are included within the evaluation packet. The results of the assessment are to be forwarded to the administrator being evaluated who shall have a ten-day period to submit written response to area assessments or comments made in the instrument.

ADMINISTRATOR EVALUATION (cont.)

A review conference is necessary only if improvements are indicated or the administrator being evaluated requests a review conference.

- E. By June 30. - By this date a final evaluation conference will be held to complete the Performance Summary. This assessment summarizes the success of the Plan of Action the minimum performance criteria and all other information obtained from observation, written documents, and information provided by other central office administrators. Completed evaluation forms and supporting documents are to be submitted to the personnel department by June 30.

3. Follow-up Procedure - Progressing Evaluation

When an area on the minimum performance criteria form is marked "progressing" by the evaluator, the administrator being evaluated and the administrator responsible for the evaluation are to complete an "Addendum For Areas Marked Progressing" form contained within the evaluation packet. This step is to be completed during the post-evaluation conference and is intended to lead to satisfactory performance. The degree of formality of the continued assessment and the time for adjustment of performance by the administrator are to be determined jointly between the administrator and the evaluator.

4. Plans of Improvement - Unsatisfactory Evaluation

- A. When To Be Used. - A supervisor who marks any area of an evaluation "Unsatisfactory" is required to develop with the administrator a formal, written plan of improvement using the "Plan For Improvement of Performance" form contained within the evaluation packet. The plan of improvement, not to exceed two (2) months in duration, must specify goals and objectives to be achieved and a specific schedule for accomplishment.
- B. Assistance Available. - In writing the recommendations for improvement of performance, the administrator and the evaluator will discuss the kind of professional assistance that is needed and the individuals best qualified to assist the person being evaluated.
- C. Periodic Review. - During the period of the plan of improvement, the evaluator will confer at least once a week with the administrator who has received the unsatisfactory rating.

ADMINISTRATOR EVALUATION (cont.)

D. Disagreement on Unsatisfactory Evaluation. - If there is disagreement on areas marked unsatisfactory, and prior to the implementation of the plan of action, the administrator may request a second observation by the original evaluator or a third-party evaluator selected by the superintendent. If, following the second observation, disagreement still exists, the superintendent will determine if the areas are still considered unsatisfactory and if a plan of improvement must be undertaken.

5. Admonishment by Supervisor

Whenever a supervisor who has met or is meeting the evaluation requirements established in this procedure believes it is necessary to admonish an administrator in the district for a reason he believes may lead to the administrator's dismissal or non-reemployment, the supervisor shall bring the matter to the attention of the administrator in writing, and make a reasonable effort to assist the administrator to correct whatever appears to be the cause for potential dismissal or non-reemployment.

The supervisor shall allow a reasonable time for improvement, which time shall not exceed two (2) months. The nature and gravity of the administrator's conduct shall be considered in determining what length of time would be reasonable. If the administrator does not correct the cause for potential dismissal or non-reemployment within a reasonable length of time, the supervisor shall make a recommendation to the superintendent of the school district for dismissal or non-reemployment of the administrator.

REFERENCE: 70 O.S. § 6-101.24

ADMINISTRATOR EVALUATION PROCEDURE (cont.)

PLAN OF ACTION

Administrator:	Evaluator:	Target Approval Date: ____/____/____ Administrator initials: _____ Evaluator initials: _____
Job Target:	Projected Completion Date: ____/____/____	

Activity	Timeline	Resources Human, Fiscal, Material	Evaluation

EVALUATOR'S SUMMATION

		Job Target Status	
_____ Evaluator's Signature	____/____/____ Date	____ Complete	____ Satisfactory
_____ Administrator's Signature	____/____/____ Date	____ Incomplete	____ Unsatisfactory

SUPPORT STAFF EVALUATION

The development of a strong, competent support staff of employees, and the maintenance of high morale among the staff are major objectives of the board of education. The selection of the right employees to fill vacancies; the determination of assignments and equitable workloads; the establishment of wage and salary policies that encourage employee achievement; and the provision of a good atmosphere in which to work are some of the major duties of the board of education. The board believes that a program of continuous evaluation is necessary to meet its requirements.

The evaluation shall cover the major areas of the employee's responsibilities and duties to the school system, and shall include, but not be limited to, specific work assignment, attitude towards children, attitude towards education, attitude towards supervisors, teachers, and fellow employees, and work habits. The provisions of this policy govern all noncertified personnel except substitutes and student workers.

All new support personnel shall be given a copy and an explanation of the complete evaluation instrument and policies and procedures by the human resources department at the time of employment. Employees, especially if new to the district, shall look to their immediate supervisors for an explanation of duties and responsibilities. The formal evaluation and other documents related to performance evaluation will be made a part of the employee's personnel file in the human resources office.

Formal Evaluation

1. Each support employee will be evaluated by his principal or supervisor a minimum of one (1) time each year.
2. After observation of the employee's performance of assigned duties, the evaluator will complete the Evaluation of Support Staff form and must schedule a conference with the employee within three (3) working days. The evaluator will compliment the employee's strengths and suggest ways to improve weaknesses. The evaluator, the employee, and the building administrator must all sign the evaluation form. The employee shall retain a copy of the evaluation.

If the employee wishes to respond to the evaluation, such response must be in writing and made within ten (10) working days to the assistant superintendent of human resources. Any written response by an employee to any part of the evaluation shall be attached to and become a part of the official evaluation process.

SUPPORT STAFF EVALUATION (cont.)**Ratings on Formal Evaluation Procedure**

RATING	SCORE	REQUIREMENTS
Ineffective	1	Requires an Improvement Plan
Needs Improvement	2	Requires an Improvement Plan
Effective	3	
Highly Effective	4	Requires an Explanation
Superior	5	Requires an Explanation and Supporting Evidence

1. Ineffective or Needs Improvement

A rating of “Ineffective or Needs Improvement ” on any of the ten criteria or on the overall rating area indicates that an employee is performing below acceptable standards and that the substandard performance is of such a serious nature that, if not corrected, may be cause for potential dismissal or nonreemployment. If an employee receives this rating in one or more of the evaluation areas, the evaluator will develop a written improvement plan designed to give specific direction regarding the employee’s effectiveness in the deficient areas. The employee, the evaluator, and the administrator should sign the plan.

A. The plan, with a time schedule not to exceed six (6) weeks in duration, should be in writing. Regular conferences between the employee and the evaluator should be conducted to review the employee’s progress through the duration of the plan.

B. A second evaluation process should be conducted at the conclusion of the improvement plan. In the event deficiencies are not corrected during the improvement plan, the principal or supervisor could make a recommendation for dismissal, nonreemployment, or other action to the superintendent of schools.

2. Effective

A rating of “Effective” on any of the criteria or on the overall rating area indicates that an employee is performing consistently at minimum, acceptable standards.

3. Highly Effective or Superior

A rating of “Highly Effective or Superior” on any of the evaluation criteria or on the overall rating area indicates that an employee meets or exceeds the expected standards of performance. A rating of Superior requires supporting evidence.

SUPPORT STAFF EVALUATION (cont.)**Serious Misconduct**

Principals or administrators conducting evaluations may make informal observations of performance at any time during the school year. Conferences regarding these observations or other employment-related matters should be held in a timely manner and may be summarized in writing on a Record of Corrective Counseling, Support Personnel Form (DOAC-E3), a Written Admonishment to Employee, or a Consultation with Employee form. The employee is counseled as to the consequences of repeated violations including the possibility of termination. A copy must be furnished to the employee.

Any time that a support employee is guilty of serious misconduct, termination proceedings may be initiated immediately without following the evaluation procedures outlined above. The serious misconduct should be substantiated in writing.

Records

Copies of formal evaluations, informal observations, and other documents related to performance evaluation should be forwarded to the human resources department promptly following completion.

**SUPPORT EMPLOYEE EVALUATION AND MANAGEMENT SYSTEM
EVALUATION FORM**

Employee's Name _____ Date _____

Job Title/Class _____ Work Site _____

Evaluation Period: Beginning _____ Ending _____

I. General Criteria:**Ratings: Ineffective; Needs Improvement; Effective; Highly Effective;
Superior; Not Applicable; Not Observed****1. Follows District Policy****Rating:****Comments:****2. Punctuality and Attendance****Rating:****Comments:****3. Follows Instructions****Rating:****Comments:****4. Practices Safety Habits****Rating:****Comments:****5. Exhibits Initiative****Rating:****Comments:****6. Completed In Neat and Timely****Rating:****Comments:****7. Works Well With Other District Employees****Rating:****Comments:****8. Meets Production Standards****Rating:****Comments:**

**SUPPORT EMPLOYEE EVALUATION AND MANAGEMENT SYSTEM
(CONT.)****9. Utilization of Materials and Supplies****Rating:****Comments:****10. Appearance****Rating:****Comments:****11. Interaction with Students and Patrons****Rating:****Comments:****II. Essential Functions of the Job**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

III. Comment:**IV. Acknowledgements:**

This evaluation is based upon observation of the employee at the work site by the employee's evaluator, a review of district records, and personal knowledge of the employee's performance collected by the employee's evaluator.

Employee's Signature (Acknowledges Receipt and Understanding)

Date

Evaluator's Signature

Date

Administrator's Signature

Date

**SUPPORT EMPLOYEE EVALUATION AND MANAGEMENT SYSTEM
REPRIMAND/ADMONISHMENT**

Employee's Name _____ Date _____
Job Title/Class _____ Work Site _____

I. Unacceptable Conduct:

II. Required Level Of Conduct:

III. Time Line for Compliance:

IV. Failure To Comply:

Employee's Signature (Acknowledges Receipt and Understanding)

Date

Evaluator's Signature

Date

Administrator's Signature

Date

**SUPPORT EMPLOYEE EVALUATION AND MANAGEMENT SYSTEM
IMPROVEMENT PLAN**

Employee's Name _____ Date _____
Job Title/Class _____ Work Site _____
Evaluation Period: Beginning _____ Ending _____

I. Purpose and Admonishment:

The purpose of this Improvement Plan is to give specific direction regarding desired performance related to areas identified as less than Satisfactory during the above Evaluation Period. This Plan is part of the employee's cumulative job performance record. Failure to complete this Plan in a timely and satisfactory manner may lead to further action up to and including, suspension, demotion, nonreemployment or termination.

II. General Criteria That Must Be Improved:

Specific Criteria:

Deficiency Noted:

Performance Level Required:

Time Line for Completion:

III. Essential Functions of the Job That Must Be Improved:

Specific Function:

Deficiency Noted:

Performance Level Required:

Time Line for Completion:

IV. Narrative Explanation:

Specific Criteria/Function:

Explanation:

Employee's Signature (Acknowledges Receipt and Understanding) _____ Date _____

Evaluator's Signature _____ Date _____

Administrator's Signature _____ Date _____

**PERSONNEL FILES
CERTIFIED STAFF**

A file of personnel records shall be maintained in the superintendent's office for each certificated employee of the Lawton Public Schools. A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration as specified by state and federal laws.

Confidentiality

Personnel information concerning district employees is generally confidential and may be reviewed only on a "need to know" basis under conditions which guarantee management's right of access to information necessary to make judgments and the protection of the employees of the district against unnecessary invasion of privacy. Some personnel information is "public record" and must be released to any person upon request.

The superintendent shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical, or similar files, if the superintendent reasonably believes disclosure would invade the employee's privacy. The records will be disclosed unless written objection is received from the teacher within seven business days from the receipt by the employee or the collective bargaining representative.

Records of a teacher's performance and evaluation shall not be released without the written consent of the teacher.

Files containing medical information regarding an employee will be kept separate from other personnel files.

Types of Information

It shall be the responsibility of each certificated employee to see that there is filed with the district any record of prior teaching experience. In addition, if the teacher has rendered military service, the proof of discharge from the service must be furnished. It is the obligation of the certificated employee to see that information which will maintain the employee's personnel file on a complete and up-to-date basis is sent to the superintendent's office. The records shall contain the following information:

1. The correct name and the current address and telephone number of the employee;
2. An accurate record of the work experience of the employee;
3. Current data on education completed, including the official transcripts of all academic work;

PERSONNEL FILES, CERTIFIED STAFF (cont.)

4. Proof of requirements fulfilled in order to be eligible for salary;
5. Current data on credential
6. Any current data requested concerning the health of the employee, or medical examinations which the employee may have undergone;
7. Records of assignment;
8. Evaluations of performance;
9. Letters of commendation, reprimand, or omission of duty;
10. Other materials mutually agreed upon between the principal and the teacher.

Use of Personnel

All the contents of the personnel records file, with the exception of evaluations, comments, or recommendations provided to the district on a confidential basis by universities, colleges, or persons not connected with the district, shall be available for inspection by the employee concerned. The district reserves the right to have a member of the superintendent's office staff present at the time the employee inspects his or her personnel file for the purpose of explaining and interpreting the information therein. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The teacher shall have the right to respond to all materials contained in the personnel file and to any materials to be placed in the file in the future. Responses shall become part of the file.

Any complaints directed towards a teacher, which are placed in the personnel file, are to be promptly called to the teacher's attention in writing.

Parental Notice

If the school district receives Title I funds, the No Child Left Behind Act requires the district to provide parents with notice that they may request information about the professional qualifications of classroom teachers. The notice to parents must include the following:

1. Whether the teacher has met state qualifications for the grade levels and subject areas taught.
2. Whether the teacher is teaching under emergency or other provisional status.

PERSONNEL FILES, CERTIFIED STAFF (cont.)

3. The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area(s) of the certification or degree.
4. Whether the child is provided services by paraprofessionals, and, if so, their qualifications.
5. If a parent requests the above-listed information, the district is required to provide the information in a timely manner. If the district has hired a teacher who is not highly qualified and the teacher has taught a child for four or more weeks, the district is required to provide the parents notice that their child has been taught by a teacher who is not highly qualified.

REFERENCE: 51 O.S. §24A.7

70 O.S. §6-101.11

P.L. 107-110, No Child Left Behind Act of 2001

The Americans With Disabilities Act

CROSS REFERENCE: Policy GBA, Open Records Act

**PERSONNEL FILES
SUPPORT EMPLOYEES**

At the time of initial employment, each support employee shall file with the district prior to the first day of employment a complete employment history and a complete record of education.

For the benefit and use of the school district and of the employee, the district will maintain a complete, up-to-date personnel file in the human resources office. The file record shall include the following information:

1. Correct name, address, telephone number, and date of employment;
2. Data on education, including all institutes completed;
3. Record of assignments;
4. Evaluations of performance.

Every employee shall be allowed to inspect his or her personnel file at any reasonable time in the presence of a staff member of the human resources office.

References regarding an employee received prior to employment with the district shall not be made available to the employee for inspection.

REFERENCE: 51 O.S. §24A.7.

**TERMINATION OF EMPLOYMENT
TEACHERS**

It is the policy of the Board of Education that professional employees, who for any reason intend to resign or who intend to retire, are encouraged to indicate their plans in writing to the board as early in the school year as plans may become firm and the decision to leave the district is made. Resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the board and must be considered on an individual basis. Resignations for the subsequent school year received fifteen (15) days following the first Monday in June, likewise require a release by the board and will be considered on an individual basis. Letters of resignation must be mailed to the board by registered or certified mail.

Teachers will be subject to dismissal at any time – or will not be eligible for reemployment – for:

1. Willful neglect of duty,
2. Repeated negligence in the performance of duty,
3. Mental or physical abuse to a child,
4. Incompetency,
5. Instructional ineffectiveness,
6. Unsatisfactory teaching performance,
7. Commission of an act of moral turpitude,
8. Abandonment of contract,
9. Conviction of a felony,
10. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or
11. Failure to earn required staff development points.

TERMINATION OF EMPLOYMENT, TEACHERS (cont.)

Probationary teachers may be terminated for cause or nonrenewal by the board at its discretion subject to any statutory due process requirements in effect at the time such teacher is recommended for dismissal or nonrenewal.

Procedures for dismissal of certified employees are governed by state law and all actions of the school district and the board are clearly identified in the statutes. However, nothing in this policy shall be construed to prevent reduction in force due to lack of funds or work. No action regarding dismissal or nonrenewal of an employee shall be taken until the employee has received due process (see DO-R).

The board of education may vote to offer employment or to not offer employment for the subsequent school year in advance of the statutory deadline. Until a written contract is executed or until the statutory deadline passes, the board may vote to not reemploy a certified employee.

The superintendent is directed to prepare procedures for the termination of career and probationary teachers in support of this policy.

REFERENCE: 70 O.S. § 6-101,
70 O.S. § 6-101.20, et seq.
70 O.S. § 18-123

TEACHER TERMINATION PROCEDURES

In accordance with the policy of the board of education, the following procedures shall be followed in terminating the employment of career and probationary teachers.

Whenever the superintendent recommends to the board of education that a teacher employed within this school district be dismissed or not reemployed, the superintendent's written recommendation shall set forth the basis for the recommendation. The recommendation shall include the specific statutory grounds on which a career teacher should be dismissed or not reemployed, or the cause for which a probationary teacher should be dismissed or not reemployed, and shall include the underlying facts supporting the recommendation.

Whenever the board of education receives a recommendation for the dismissal or non-reemployment of a teacher, the board shall mail, or cause to be mailed, a copy of the recommendation to the teacher, or serve the recommendation and notice of hearing by process server or by substitute process server as provided by law. If mailed, such mailing will be by certified mail, restricted delivery, return receipt requested or by personal delivery to the teacher with a signed acknowledgement of receipt. The notice must specify the statutory grounds – for career teachers – or the cause – for probationary teachers – upon which the recommendation is based and shall include the teacher's right to a hearing before the board and the date, time, and place set by the board for hearing. Such hearing shall be held within the school district no sooner than twenty days nor later than sixty days following the teacher's receipt of notice unless the teacher advises that no hearing is desired. The board delegates the superintendent, as its agent, to set a time, date, and place for the hearing after consultation with the board president.

Hearing procedures for teachers shall be as follows:

1. The parties to the hearing are the teacher and the superintendent or designee, and they shall be afforded the following rights at any hearing held pursuant to these regulations:
 - A. The right to be represented.
 - B. The right to present witnesses in person or to present their testimony by interrogatories, affidavits, or depositions. A list of all witnesses shall be furnished to the other party at least five (5) days before the hearing.
 - C. The right to cross-examine witnesses.
 - D. The right to testify in his/her own behalf and present evidence and argument on all issues involved.

TEACHER TERMINATION PROCEDURES (cont.)

- E. The right to have an orderly hearing.
- F. The right to have an impartial decision based upon the evidence presented.
- 2. The board president or, in case of absence, a designee, shall be the presiding officer at the hearing.
- 3. The hearing shall be convened by the board president who shall state the purpose of the hearing, introduce the parties, and administer the oath to all persons who will testify.
- 4. Upon the request of either party, the presiding officer may exclude from the hearing room the witnesses not at the time under examination, except that a party to the proceeding and his/her representative shall not be excluded.
- 5. At the hearing, the burden of proof shall be on the superintendent and the standard of proof shall be by a preponderance of the evidence.
- 6. While a record of the hearing is not required by law, the State Board of Education strongly suggests that the local board of education maintain such a record (including a tape recording of the hearing and any documents or evidence presented to the board) for two (2) years from the date of the hearing.
- 7. Informal disposition of any recommendation for dismissal or nonrenewal may be made by written stipulation, agreed settlement, consent order, or default.
- 8. The order of the procedures shall be:
 - A. Opening statement by the superintendent.
 - B. Opening statement by the teacher.
 - C. Presentation of the superintendent's evidence, followed by cross-examination of witnesses by the teacher.
 - D. Questions by the board members.
 - E. Presentation of the teacher's evidence, followed by cross-examination of witnesses by the superintendent.
 - F. Questions by the board members.

TEACHER TERMINATION PROCEDURES (cont.)

- G. Presentation of rebuttal and surrebuttal evidence as necessary.
 - H. Closing argument by the superintendent
 - I. Closing argument by the teacher.
 - J. Deliberation by the board members.
 - K. Vote by the board to accept or reject the superintendent's recommendation and recitation of findings of fact upon which the decision is based.
9. Presentation and consideration of evidence shall abide by the following:
- A. Only evidence that reasonably relates to the issues before the board as reflected in the notice to the teacher should be deemed relevant.
 - B. Strict rules of evidence as required by a court of law shall not apply in these hearing.
 - C. Rulings on admissibility of evidence will be made by the presiding officer.
 - D. Documentary evidence may be received in the form of copies or excerpts.
 - E. Documentary evidence presented to the board shall be marked with a distinguishing number or letter such as Teacher's Exhibit #1 or Superintendent's Exhibit #1.
 - F. While hearings are open to the public, no questions or statements will be allowed by members of the public attending the hearing except through the parties or their council.

The board of education may convene into executive session to deliberate findings of fact. After due consideration of the evidence and testimony presented at the hearing, the board of education shall vote in open meeting whether or not to dismiss or non-reemploy the probationary teacher. The board's decision shall include a recitation of the basic or underlying facts relied upon by the board in reaching its decision. The teacher shall be notified in writing of the board's decision by certified mail, restricted delivery, return receipt requested, or substitute process as authorized by law.

The teacher pre-termination hearing shall be conducted by the board of education. Initially, the superintendent or designee shall, in person or in writing, specify the statutory ground upon which the recommendation is based. The superintendent of designee will specify the underlying facts

TEACHER TERMINATION PROCEDURES (cont.)

upon which the recommendation was based and provide an explanation of the evidence supporting the recommendation for the dismissal or non-reemployment of the teacher.

The teacher or designee will then have the opportunity to present reasons, either in person or in writing, why the superintendent's recommendation should not be accepted. The burden of proof shall be upon the superintendent or designee and the standard of proof shall be by preponderance of the evidence.

The board of education may convene into executive session to deliberate findings of fact. After due consideration of the evidence presented, the board will return to open session and decide whether to accept or reject the recommendation of the superintendent. The board's vote shall be made in open session.

Following the board meeting, the board shall notify the teacher of its decision, including the basis for the decision, by certified mail, restricted delivery, return receipt requested, or process server, as provided by law. The decision of the board regarding a teacher shall be final and non-appealable. The teacher shall receive all compensation and benefits to which the teacher is otherwise entitled only until the decision of the board becomes final.

The board of education must forward hearing information concerning the teacher to the State Board of Education on a prescribed form available from the administrative office.

REFERENCE: 70 O. S. § 6-101.26

**SUPPORT PERSONNEL
SUSPENSION, DEMOTION OR TERMINATION**

The Board of Education has adopted the following procedure for the suspension, demotion, or termination of support personnel in accordance with Title 70 of Oklahoma Statutes, Sections 6-101.40 through 6-101.47.

For the purpose of this policy "support employee" means a full-time employee as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of one hundred seventy-two days and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district.

No support employee who has been employed in the school district for more than one year may be suspended, discharged, or nonrenewed except within the provisions of this policy. However, this policy shall not be construed to prevent layoffs or reductions-in-force for lack of funds or work.

When the immediate suspension of a support employee is in the best interest of the school, the superintendent may suspend the employee with or without pay without notice or hearing. If an employee is suspended for a period exceeding 10 days, the superintendent shall initiate termination proceedings immediately upon the beginning of suspension. However, in a case involving a criminal charge, the suspension may be delayed until the case is adjudicated at trial. Nothing herein shall prevent proceeding against the employee for termination of employment during or after the suspension.

Prior to demotion, termination, or nonrenewal and after any suspension, the support employee shall receive notice of his or her right to a board hearing if so requested. Distribution of this policy to support personnel, verified by employee signature, shall serve as notice that such employees are entitled to a hearing before final termination of employment. Employees will be notified by certified mail, or process server, of board actions to demote or terminate employment, and the support employee must request a hearing by certified mail to the board clerk within 10 working days of said notice or the employee shall be deemed to have waived his or her right to a hearing.

If a hearing is requested, the hearing shall be conducted at the next succeeding regular meeting of the board if the request is received by the board clerk at least 10 days prior to such meeting. However, a special meeting may be conducted if requested by the employee or at the discretion of the board of education, which special meeting shall be conducted no sooner than 10 days nor later than 30 days after receipt of the hearing request. The decision of the board shall be final.

SUPPORT PERSONNEL SUSPENSION, DEMOTION OR TERMINATION (cont.)

The procedures of this policy only protect employees who have been employed more than one year immediately preceding adverse employment action and are suspended or discharged during a contractual period of employment, or are nonrenewed.

In accordance with Title 70 of the Oklahoma Statutes, Sections 6-101.40 through 6-101.47, the board hereby adopts the following causes for suspension, demotion, termination, or nonrenewal of support personnel.

1. Leaving work station without authorization prior to lunch periods or end of work day.
2. Excessive unexcused absenteeism.
3. Chronic absenteeism for any reason.
4. Excessive tardiness.
5. Persistently wasting time or distracting others during working hours.
6. Leaving work area during working hours without proper notification and permission.
7. Falsification of personnel or other records (personal or another employee's records).
8. Possession of weapons on the premises at any time.
9. Removing district property, records, or confidential information from premises without proper authority.
10. Disclosing confidential information or information acquired during the course of work in respect to minors, with the exception of information relevant to parental conferences, at any time through any format without proper authority.
11. Willful abuse, misuse, defacing, or destruction of district property, including tools, equipment, or other property of other employees.
12. Theft or misappropriation of property of employees, students, or of this district.
13. Sabotage.
14. Refusal to follow instructions of supervisor.
15. Refusal or failure to do work assignment.

SUPPORT PERSONNEL SUSPENSION, DEMOTION OR TERMINATION (cont.)

16. Unauthorized operation of vehicles, machines, tools, or equipment.
17. Threatening, intimidating, coercing, or interfering with employees, supervisors, or students at any time.
18. The making or publishing of false, vicious, or malicious statements concerning any employee, supervisor, students, board members, or the district.
19. Creating or contributing to unsanitary conditions.
20. Practical jokes injurious to employee's or district property.
21. Possession, consumption, or reporting to work under the influence of alcohol, nonprescribed drugs, or controlled substances.
22. Creating disturbances on the premises at any time.
23. Disregard of known safety rules or common safety practices.
24. Unsafe operation of motor driven vehicles.
25. Operating machines or equipment without safety devices provided.
26. Participating in or witnessing gambling, lottery, or any other game of chance on district property.
27. Unauthorized distribution of literature, written, or printed matter of any description on district property.
28. Posting or removing notices, signs, or writing in any form on bulletin boards of district property at any time without specific authority of the administration.
29. Poor workmanship.
30. Immoral conduct or indecency including abusive and/or foul language.
31. Making or receiving personal telephone calls or texting, is to be kept at a minimum.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION OR TERMINATION (cont.)

32. Use of any social media during working hours is prohibited unless the action is related to job performance.
33. Walking off the job.
34. Continued poor or negative attitude while on the job, including poor relationship with other staff or students.
35. Smoking in unauthorized area or at unauthorized time.
36. Failure to dress appropriately for work assignment.
37. Refusal of job transfer within the district when transfer does not result in demotion.
38. Abuse of rest periods or meal period policies.
39. Inappropriate and/or unauthorized use of the school district's computer network or Internet connections.
40. Insubordination of any kind.
41. Racial discrimination, including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another employee, a student or a visitor.
42. Violation of any district rule or policy.
43. Violation of any administrative rule or order.
44. Physical inability to perform the essential job requirements within 12 work weeks due to illness, accident, or injury.
45. If it is in the best interest of the school district, any support person may be suspended, demoted, or terminated.

Violations of any of the above may lead to the suspension, demotion, or termination of the support employee.

REFERENCE: 70 O.S. §6-101.40, et seq.

CROSS-REFERENCE: Policy DC, Employment Practices

**NOTICE TO SUPPORT EMPLOYEES OF SUSPENSION
WITHOUT PAY, DEMOTION, TERMINATION, OR NONRENEWAL**

TO: (Name and Address)

RE: Notice To Support Employee of Suspension Without Pay, Demotion, Termination, or Nonrenewal

On the ____ day of _____, 20____, an initial hearing was held concerning your employment status. This will notify you of (mark applicable box):

- A. Suspension Without Pay as a Disciplinary Measure. You have been suspended from your employment without pay and other benefits as a disciplinary measure from _____, 20____ to _____, 20____.
- B. Demotion Action. You have been demoted from _____ to _____, with appropriate reduction in pay and other benefits, effective _____, 20____.
- C. Termination Action. You have been terminated, effective as of _____, 20____.
- D. Nonrenewal Action. You have been nonrenewed effective as of _____, 20____.

The above action has been taken for the following cause or causes:

You are entitled by law to a hearing before the board of education on this action. If you desire to exercise this right, you must notify the board of education in writing within ten working days of the postmark on the envelope in which this notice is sent.

NOTICE TO SUPPORT EMPLOYEES OF SUSPENSION WITHOUT PAY, DEMOTION, TERMINATION, OR NONRENEWAL (cont.)

FAILURE TO REQUEST A HEARING WITHIN THE ABOVE TIME WILL RESULT IN THE LOSS OF YOUR RIGHT TO A HEARING. ENCLOSED FOR YOUR CONVENIENCE IS A HEARING REQUEST FORM. IF YOU DESIRE A HEARING ON THE ABOVE ACTION, THE ENCLOSED HEARING REQUEST FORM SHOULD BE DELIVERED TO THE CLERK OF THE BOARD OF EDUCATION AT THE _____ PUBLIC SCHOOL DISTRICT, _____, OKLAHOMA, OR MAILED BY CERTIFIED MAIL TO THE SAME PERSON AT THE SAME ADDRESS.

If you request a hearing you will be notified in writing of the date, time, and place of the hearing. The hearing will be conducted at the next, or next succeeding, regularly scheduled meeting of the board of education if the hearing request is received at least ten days prior to the next, or the next succeeding, regularly scheduled board of education meeting. However, you have the right to request a special board meeting to conduct the hearing, which special meeting will be held no earlier than ten days nor later than 30 days after receipt of your hearing request.

You have the following hearing rights: the right to be present in person; the right to be represented by counsel of your choice; the right to present evidence and witnesses on your behalf; and the right to confront and cross-examine witnesses on behalf of the school administration.

The board of education at the hearing may affirm, modify, or reverse the above action and may increase or decrease the severity of the above action. The decision of the board of education will be final.

Superintendent

Enclosures: Hearing Request Form

**HEARING REQUEST FORM
SUPPORT EMPLOYEE SUSPENSION, DEMOTION,
TERMINATION, OR NONRENEWAL**

TO: Clerk of the Board of Education
LAWTON PUBLIC SCHOOLS
753 N FORT SILL BOULEVARD
LAWTON, OKLAHOMA 73507

RE: Hearing Request Form

☐ I hereby request a hearing before the Lawton Public School Board of Education on the _____ suspension without pay as a disciplinary measure, _____ demotion, _____ termination action, _____ nonrenewal action concerning my employment. I acknowledge receipt of the Notice dated ____/____/____, concerning such action. I understand that the hearing will be conducted at the next, or next succeeding, regularly scheduled meeting of the board of education if the hearing request is received at least ten days prior to the next, or the next succeeding, regularly scheduled meeting of the board, unless I check the box below requesting a special meeting of the board of education.

☐ I request a special meeting of the _____ Board of Education, to be held no earlier than ten days nor later than 30 days after receipt of this hearing request.

Support Employee

Date

**RECORD OF CORRECTIVE COUNSELING
SUPPORT PERSONNEL**

Date _____ Dept. _____

Employee's Name _____

Social Security No. _____ Position _____

The following improper action has been reported to us by: _____

Statement: _____

(Attach additional sheet, if necessary.)

Supervisor: _____

I have counseled the employee about the above action and have:

_____ Cleared employee of any wrong.

_____ Warned employee of consequences of repeated violations (including the possibility of termination).

_____ Other: _____

(Attach additional sheet, if necessary.)

Coordinator or Principal: _____

TO EMPLOYEE: Please read the entire form carefully and fill out the following:

_____ I agree with the above and wish to make no statement.

_____ I agree with the above and wish to make the following statement.

_____ I disagree with the above and wish to make the following statement.

Employee's Statement: _____

(Attach additional sheets, if necessary.)

RECORD OF CORRECTIVE COUNSELING, SUPPORT PERSONNEL (cont.)

My supervisor has counseled me on the above information and has allowed me to study this form. I have been notified of the decision in the matter and of the possible consequences of repeated violations, including the possibility of termination.

EMPLOYEE: Do not sign this form until it is completely filled out. This form will be placed in your employee record at the office of the superintendent and may be removed only as per existing policy.

Employee: _____

1. The supervisor receiving the report of improper action shall fill out the first section of the required form and forward it to the appropriate department head or principal.
2. The coordinator or administrator shall fill out the second section of the form and sign.
3. The employee, after reading the form, shall fill out the employee section and sign.
4. The form shall be sent to the Executive Director of Human Resources and will become a part of the employee's confidential record.
5. The Record of Corrective Counseling shall be retained in the employee's record.

SUSPENSION OF CERTIFIED PERSONNEL

Whenever the superintendent has reason to believe that cause exists for the suspension of a certified employee, when he is of the opinion that the immediate suspension of a certified employee is necessary in the best interests of the children in this school district, the superintendent may suspend the certified employee without notice or hearing. Such suspension shall not deprive the certified employee of any compensation which would accrue under the employee's contract during the period of the suspension. Unless dismissal action is initiated by the superintendent within ten (10) days after the suspension becomes effective the suspension shall be set aside.

If a certified employee is charged with a felony offense or any misdemeanor offense involving moral turpitude, the superintendent, or his designated authority, shall have the right to suspend the employee without pay pending the outcome of the charge.

REFERENCE: 70 O.S. §6-101.29

REDUCTION IN FORCE, CERTIFIED PERSONNEL

When it becomes necessary for the Board of Education to reduce the total number of certificated and licensed employees, the student and program needs of the district will be the primary criteria in establishing priorities for those to be released.

In implementing a reduction in force, the position or positions to be eliminated will be determined by the Board first and thereafter, the following procedures will be used to determine the teacher or teachers to be terminated as a result.

When an employee has been promoted to a non-teaching position and the program supervised by that individual is eliminated, the employee will be returned to his/her certification area where the factors determining reduction of individuals within that area will become applicable.

The Board of Education reserves the right to retain teachers regardless of the criteria listed in this policy when there is a need for teachers with specific and necessary certification, qualifications and experience. The Board also reserves the right to retain teachers to take extra duty assignments if no other teachers with necessary qualifications and experience are available to take any needed extra duty assignments.

A. Termination Sequence

In administering this policy, teachers in the position or positions to be eliminated shall be terminated in the following sequence:

1. First: Temporary teachers occupying the positions to be eliminated with the last hired in the district first to be released.
2. Second: Licensed teachers occupying the positions to be eliminated with the last hired in the district first to be released.
3. Third: Probationary teachers occupying the position to be eliminated with the last hired in the district first to be released.
4. Fourth: Career teachers occupying the position to be eliminated with the last hired in the district first to be release.

B. Displacement Termination

1. Career teachers occupying a position to be eliminated will be reassigned to any position for which they hold a valid current teaching certificate held by a licensed or probationary teacher, and the displaced teacher will be terminated.
2. Teachers on leave of absence will have the RIF PROCEDURES applied to them.

REDUCTION IN FORCE, CERTIFIED PERSONNEL (cont.)

Probationary teachers occupying a position to be eliminated will be reassigned to any position for which they hold a valid current teaching certificate held by a licensed or less senior probationary teacher. If the seniority is equal, then total years of teaching. If that is equal, then academic degrees. If all of the above criteria are equal, then the decision as to the teacher to be released will be based upon the recommendation of the Superintendent who shall review the records of the career teachers affected.

3. If there is more than one career teacher in the position or positions being eliminated or reduced and all other positions for which said career teachers are qualified and have the requisite experience and/or credit are filled with other career teachers, then the career teacher with the least seniority in the district will be terminated. If the seniority is equal, then total years of teaching. If that is, equal, then academic degrees. If all of the above criteria are equal, then the decision as to the teacher to be released will be based upon the recommendation of the Superintendent who shall review the records of the career teachers affected.
3. Employees reassigned due to a Reduction in Force may notify the Assistant Superintendent for Human Resources concerning preference of job sites and/or teaching assignments. Such preferences will be reviewed; however, final assignments will be made by the district administration in accordance with the overall needs of the district.

C. Notice – Career, Probationary and Licensed Teachers

1. The following procedures shall be used in the event of the need to reduce force:
 - a. The teacher recommended to be terminated shall be notified, in writing by certified mail, return receipt requested, or by personal delivery, that they have been recommended for termination as a result of need to reduce force and of their right to a hearing before the board of education;
2. The teacher's address as it appears on the school district's record shall be deemed the correct address. It shall be the teacher's responsibility to see that the district has his/her current address on file.

D. Notice – Temporary Teachers

1. Temporary teachers' contracts expire automatically at the end of the contract and are not, therefore, entitled to any of the notice rights or procedures herein prescribed for career, probationary or licensed teachers terminated because of reduction in force.

E. Recall

1. Career, Probationary and Licensed teachers who are released because of a reduction in force will have priority for one year after the termination date in filling vacancies and new positions for which they are qualified.
2. Throughout the first year after reduction in force, terminated teachers will be placed on a recall list. Teachers on this recall list will be notified by certified mail, or by personal delivery, of position vacancies from which they have priority. Teachers qualified for a vacancy by certification, experience and/or continuing education equivalent shall be recalled by seniority. The teacher so notified must accept the position in writing on or before ten (10) days from the date the notice was mailed to the teacher or they forfeit the position and their name is permanently removed from the recall list.
3. If several teachers are qualified and have the requisite experience and/or continuing education equivalent for a vacancy, the teacher with the most seniority when terminated shall be offered the position.
4. A teacher terminated because of reduction in force shall remain on the recall list for one year subsequent to the date of termination unless the teacher:
 - a. Does not accept a position within ten (10) days from the mailing of notice of vacancy as herein above provided; or,
 - b. Waives recall in writing; or,
 - c. Resigns; or,
 - d. Refused to accept position for which they were qualified and had proper experience or continuing education equivalent at the time of termination.

REDUCTION IN FORCE, CERTIFIED PERSONNEL (cont.)

5. It shall be the teacher's responsibility to see that the district has his/her current address on file and the address retained on the district's records shall be the address utilized for recall purposes.
6. A teacher who is recalled shall be given credit for all previous teaching experience approved by the State Department of Education. Only teachers recalled from the recall list shall be reinstated only to career status, if any, and seniority possessed by the recalled teacher on the date such teacher's termination as a result of reduction in force became effective.

**REDUCTION IN FORCE
PROCEDURE FOR NONTEACHING CERTIFIED**

The reduction of non-teaching staff shall be accomplished by the establishment of a seniority list for each of the non-teaching levels to be affected by the reduction in force. The seniority list shall be established based upon the length of consecutive administrative service in the Lawton district for administrative positions, or upon length of service to the district within the employment area for non-administrative positions.

In the event that the administrative or employment-area service to the district is identical, length of service to the district in any capacity will be used as the determining factor. In the event that all criteria listed herein are identical, the board of education will establish the seniority list, upon recommendation by the superintendent, on the qualifications of the individual for the position in question. The employee reduced will be assigned to the next lowest, qualified non-teaching level with a corresponding reduction in contract salary. There the seniority list will again be established and the process will repeat itself. In no instance will a non-teaching employee be reduced more than one level. This process will continue until all non-teaching personnel have been reassigned, or no further non-teaching positions are available. A non-teaching employee subject to reassignment for whom a non-teaching position is not available shall be eligible for a teaching position within the areas for which he/she is qualified, but on the same seniority basis within certification areas described in the Teaching Classification Reduction in Force section.

The positions within the non-teaching certified classification shall be limited to the following positions and ranked according to the extended-duty compensation factor found in the official district salary schedule. The non-teaching positions in order of extended-duty compensation factor are:

1. Executive Director (.697)
2. High School Principal (.638)
3. Director and Data Center Manager (.505)
4. Assistant Director, Human Resources (.444)
5. Junior High Principal (.479)
6. Assistant High School Principal, 12 month (.416)
7. Douglass Elementary Principal (.385)
8. Specialist (.383)
9. Junior High Assistant Principal (.343)
10. Coordinator (.313)
11. Elementary Principal (.291)
12. High School Assistant Principal-10 month (.286)
13. Systems Analyst (.284)
14. Administrative Assistant Student Personnel (.239)

- 15. Administrative Assistant Senior High - \$6,000
- 16. Administrative Assistant Junior High - \$5,000
- 17. Psychologist + 5% (.195)
- 18. Programmer (. 1 73)
- 19. Psychometrist + 5% (.108)
- 20. School Nurse (.096)
- 21. Video Technician (.062)
- 22. Visiting Teacher (.044)

RECALL OF NONTEACHING PERSONNEL

At the time of termination or reduction in position, it shall be the responsibility of the district to provide each affected employee with an appropriate application form on which the employee will indicate his intention to seek reemployment with the district or his intention to return to his original employment position. Such written notice shall be filed with the personnel department for use at the time of recall.

It shall be the responsibility of the district to send annually by certified mail a renewal of employment request to each affected person. It shall be the responsibility of the affected person to return the request to the district, properly completed, within 10 days of receipt. It shall also be the responsibility of the affected person to notify the district of any change of address.

Non-teaching personnel will be recalled to non-teaching positions, as positions become available, in order of seniority. Qualified employees with the most seniority will be the first to be recalled. If additional certification is obtained by a person who has been released under this policy, his/her name will be added to the seniority list for that certification area in the position of least seniority. No new hiring and/or promotions involving non-teaching positions will be carried out in the system until all persons who held non-teaching positions prior to the reduction in force have been returned to, or offered an opportunity to return to, such position.

The Board of Education shall notify, by certified mail, all eligible persons previously terminated or reduced in position of vacancies for which they are certified. Respondents must reply within 5 days of receipt of vacancy notice. A former employee retains his/her right to recall as long as he/she maintains the written request to return to employment with the district. If a position is offered to an individual in an area in which the individual is certified, the individual must accept the position or forfeit all right to recall to that or any other non-teaching position.

The only exception to this plan may be made in cases involving racial and/or sexual minorities where individuals need to be retained in their present positions in order to comply with state or federal laws, or guidelines issued by the U.S. Department of Education.

**REDUCTION IN FORCE
PROCEDURE FOR TEACHING PERSONNEL**

In the event the reduction in force of certified teachers cannot be accomplished through the voluntary procedures listed the following procedure will be utilized: Certified reductions will be carried out within certification areas as defined by the State Department of Education. Seniority lists will be established in each certification area using length of actual consecutive service in the Lawton district as the criteria for seniority. In the event a teacher is certified in more than one certification area, he/she shall be placed on each applicable seniority list. In the event that two or more certified staff members have the same employment service to the district in a certification area, the board of education will, upon recommendation by the superintendent, establish list priorities using evaluations, educational experience, and experience outside of the district as the determining factors. In view of the fact that some extended duty activities must be continued during a period of reduction in force teachers on extended duty contracts may be considered for retention by the superintendent on a case-by-case basis, provided no other qualified person is currently employed. Such exemptions from the seniority rule shall not exceed six (6) in number for any one school year affected by reduction in force.

After the priority listings have been established, the reduction in force will start with the lowest person on the priority list and continue until the necessary reduction in the area of certification has occurred. The superintendent will then reassign the remaining staff so that all vacancies within the system are filled. To the extent possible, teachers will be retained in their present teaching assignments.

RECALL OF TEACHERS

At the time of termination it shall be the responsibility of the district to provide each affected employee with an appropriate application form on which the employee will indicate his intention to seek reemployment with the district. Such written notice shall be filed with the Educational Services Division for use at the time of recall.

It shall be the responsibility of the district to send annually by certified mail a renewal of employment request to each affected person. It shall be the responsibility of the affected person to return the request to the district, properly completed within 10 days of receipt. It shall also be the responsibility of the affected person to notify the district of any change of address.

Teachers applying for reemployment shall be listed in order of seniority within certification areas. Teachers with the most seniority within a specific certification area will be the first to be recalled. If additional certification is obtained by the teacher who has been released under this policy, his/her name will be added to the seniority list for that certification area in the position of least seniority.

Employment of teaching personnel new to the district will not occur until a vacancy occurs in a certification area where all certified teachers have been recalled.

The board of education shall notify, by certified mail, all eligible persons previously terminated or reduced in position of vacancies for which they are certified. Respondents must apply within 5 days of receipt of vacancy notice. A former employee retains the right to recall as long as he/she maintains the written request to return to employment with the district. If a position is offered to an individual in an area in which the person is certified, the person must accept the position or forfeit all rights to that or any other teaching position.

The only exception to this plan may be made in cases involving racial and/or sexual minorities where individuals need to be retained in their present positions in order to comply with state or federal laws, or guidelines issued by the U.S. Department of Education.

REDUCTION-IN-FORCE SUPPORT PERSONNEL

The Board of Education believes that every reasonable effort should be made to avoid a reduction in force at any level. However, if it should become necessary to reduce the number of full-time support employees due to lack of funds or lack of work in a particular area, the position or program will be the determining factor and not the individuals who occupy the position or serve the program.

An employee is considered to be a full-time employee if the number of hours worked are the number of hours customarily worked in that position and if that position is designated as a full-time position by the board.

A reduction in force may occur for lack of funds, lack of work because of a decline in enrollment, consolidation of programs or positions, elimination of positions, or other circumstances as determined by the board.

If termination of employment should become necessary, notices of such terminations will be made as set forth in the policy governing suspension, demotion, or termination of support employees found elsewhere in this manual.

Any necessary terminations shall begin by dismissing temporary, seasonal, or part-time employees within the job category affected. These employees shall be terminated at the discretion of the board or the board's designee. Job categories are listed alphabetically as follows:

- a. Assistants for handicapped students
- b. Bus drivers
- c. Classroom assistants
- d. Food service
- e. Maintenance/custodial
- f. Media/library assistants
- g. Office personnel/assistants

If normal attrition and the release of temporary and part-time employees do not sufficiently reduce the support staff, the following items will be considered in the reduction process in the order listed:

- 1. Performance history
- 2. Job qualification by training and experience
- 3. Attendance and punctuality
- 4. In the event that two or more employees in the affected category are equal in the above factors, termination shall be made on the basis of seniority within each general job category.

REDUCTION-IN-FORCE, SUPPORT PERSONNEL (cont.)

Supervisors and directors shall serve at the pleasure of the board and shall not be subject to the prescribed seniority order for reductions in force. Personnel whose positions are eliminated in one category may be considered for a position in another category.

Seniority shall be defined as the total length of service as a support employee within this district. Employees who are terminated and subsequently reinstated shall retain cumulative seniority for all periods worked except for the period of termination.

Demotions in position shall follow the same procedure as terminations.

An employee who takes a voluntary demotion or a voluntary reduction in assigned time in lieu of termination shall be returned to a higher position or a position with more hours, as vacancies become available, if the employee chooses to return.

Recall of Personnel

Reduced employees shall be recalled in reverse order of layoff to any position for which they are qualified in their classification. Notices of recall shall be sent by certified mail to the last known address as shown on the board's records. The recall notice shall state the time, date, and location the employee is to report back to work. It shall be the employee's responsibility to keep the board notified as to his current mailing address. A recalled employee shall be given at least five (5) calendar days for the receipt of the notice, excluding Saturdays, Sundays, and holidays to report to work. The board may fill the position on a temporary basis until the recalled employee reports to work within the five (5) day period. Employees recalled to work for which they are qualified in their area of classification are obligated to take said work. Any employee who declines recall to perform work for which he is qualified in his area of classification shall forfeit his/her seniority rights and all rights to recall.

WRITTEN ADMONISHMENT TEACHER

It is the policy of the Board of Education that if a principal or the superintendent, acting through the principal has met or is meeting the Comprehensive Evaluation requirements established in this procedure believes it is necessary to admonish a teacher in the district for a reason he believes may lead to the teacher's dismissal or non-reemployment, the principal shall bring the matter to the attention of the teacher, in writing, and make a reasonable effort to assist the teacher to correct whatever appears to be the cause for potential dismissal or non reemployment. The principal shall allow a reasonable time for improvement, which time shall not exceed two (2) months. The nature and gravity of the teacher's conduct shall be considered in determining what length of time would be reasonable. If the teacher does not correct the cause for potential dismissal or non-reemployment within a reasonable length of time, the principal shall make a recommendation to the superintendent of the school district for the dismissal or non-reemployment of the teacher.

REFERENCE: 70 O. S. § 6-101.24

Cross Reference: Policy DNA, Teacher Evaluation

WRITTEN ADMONISHMENT TO EMPLOYEE

On this _____ day of _____, 20_____,

_____ received this admonishment
(name of employee)

concerning areas of deficiency and steps for improvement _____
(nature of misconduct and corrective action required)

and was informed that the employee's failure to correct the conduct described above could result in further disciplinary action including a recommendation for dismissal from employment or of nonrenewal of employment.

(date)

(signature of supervisor)

I hereby acknowledge that I was informed of the misconduct and corrective action described above. I further acknowledge receipt of a copy of this admonishment.

(date)

(signature of employee)

NOTE: FILE ORIGINAL IN EMPLOYEE'S PERSONNEL FILE.

CONSULTATION WITH EMPLOYEE

This is to confirm that _____
(name of supervisor)

counseled with _____
(name of employee)

about (nature of misconduct and corrective action required) _____

and informed the above employee that the employee's failure to correct the conduct described above could result in disciplinary action including a recommendation of dismissal from employment or nonrenewal of employment

(date)

(signature of supervisor)

I hereby acknowledge that I was informed of the conduct and corrective action described above.
I further acknowledge receipt of a copy of this consultation notice.

(date)

(signature of employee)

NOTE: FILE ORIGINAL IN EMPLOYEE'S PERSONNEL FILE.

EMPLOYMENT OF TEACHERS

It is the policy of the Board of Education that recommendations for renewal or nonrenewal of teachers' contracts shall be made by the principal to the superintendent. The superintendent shall make recommendations to the board prior to the first Monday in June each year. Principals may be requested to attend when such recommendations are to be considered by the board.

Professional staff positions are created only with the approval of the board of education. Before any new position is established, the superintendent shall present for board approval a job description specifying the required qualifications and performance responsibilities.

QUALIFICATIONS, TEACHERS

The board of education shall employ teachers on a professional basis without regard to age, race, color, sex, or national origin.

Every teacher employed in this school system must possess a valid license or certificate and shall execute a written contract with the board of education. Teacher contracts shall be considered for renewal on or before April 10 each year.

Applications shall be considered by the principal and the superintendent. Selected applicants will be recommended to the board of education that shall make the final employment determination.

Starting with the 2002-2003 school year, school districts receiving Title I funds must ensure that teachers hired after the first day of school in a program supported by such funds are “highly qualified”. By the end of the 2005-2006 school year, all teachers within the district are required to be “highly qualified”. The No Child Left Behind Act defines “highly qualified” as an elementary or secondary school teacher who has obtained full state certification and has not had certification requirements waived on an emergency, temporary, or provisional basis.

Elementary teachers who are new to the profession must hold at least a bachelor’s degree and have demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary curriculum. Middle and secondary school teachers, new to the profession, will be deemed to be highly qualified if the individual teacher holds at least a bachelor’s degree and has demonstrated a high level of competency in each of the academic subjects in which the individual teaches by passing a rigorous state academic subject test in each such academic subject; or has successfully completed a grade degree with coursework that is equivalent to an undergraduate major, or advanced certification or credentialing for each academic subject that the individual teaches.

Veteran teachers currently employed by the district will be identified as highly qualified if they:

1. Hold at least a bachelor’s degree; and
2. Have met the applicable standard for a teacher who is new to the profession, which includes an option for a test; or
3. Demonstrate competence in all the academic subjects in which the teachers teach, based upon a high objective uniform state standard of evaluation.

Special education teachers currently employed by the district will be identified as highly qualified if they:

1. Have obtained full state certification as a special education teacher or passed a state special education teacher licensing examination:
2. Hold a license to teach special education and has not had certification or licensure requirements waived on an emergency, provisional, or temporary basis;

QUALIFICATIONS, TEACHERS (cont.)

3. Have earned at least a bachelor's degree; and
4. Meet NCLB requirements regarding subject matter competence.

Additional qualifications and terms of employment for teachers may be found in the standard teacher contract. Specific duties may be found in the teacher job description found elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

REFERENCE: 70 O.S. §6-101.20, et seq.

P.L. 107-110, No Child Left Behind Act of 2001

Individuals with Disabilities Education Improvement Act of 2004

CROSS-REFERENCE: Policy DC, Employment Practices

Policy DO, Termination of Employment, Teachers

SCHOOL BUS DRIVERS

It is the policy of the Lawton Board of Education that all bus drivers successfully complete the state school bus drivers training school. The transportation director will make all route assignments. All bus drivers are expected to drive in such a manner as to provide safe and efficient transportation for the students of the district. They shall obey all traffic laws, maintain student discipline on the bus, make routine checks on the bus before operating, and perform other duties associated with the safe operation of school buses. Bus drivers will make required reports concerning drivers who illegally pass their buses. All bus drivers shall be under the supervisory authority of the transportation director.

The superintendent is directed to establish a regulation that shall govern school bus drivers.

**REFERENCE: 47 O.S. §11-705
70 O.S. §9-107 and §9-118**

**SCHOOL BUS DRIVERS / MONITORS
(REGULATION)**

In accordance with the policy of the board of education, this regulation shall govern the operation and management of school buses in the Lawton Public School (LPS) system. Bus drivers / monitors shall:

1. Be twenty one (21) years of age or older.
2. Possess an Oklahoma Commercial Driver License (CDL), A or B, authorizing the operation of a school bus and an Oklahoma bus driving certificate (drivers only).
3. Be required to satisfactorily complete the Department of Transportation Medical Examination Report for Commercial Driver Fitness Determination (DOT Physical Exam) upon the offer of employment. Employee shall also satisfactorily complete the DOT Physical Exam during an annual physical examination. These exams will be administered by the LPS Physician. Such examination will include drug testing as set forth in policy DCC. A copy of the results of the annual physical examination shall be maintained by the transportation director.
4. Submit to drug and alcohol testing as required by state and federal law. (See policies DCC and DCCB.)
5. Undergo a records investigation as outlined in LPS Policy DABB.
6. Operate and manage their designated routes approved by the transportation division of the State Department of Education.
7. Complete their bus routes each morning and afternoon when reasonably safe and proper to do so.
8. Report individuals illegally passing their schools buses by completing appropriate forms and submitting such forms to the transportation director.
9. Make appropriate reports as required by state law and/or district administrators including pre-trip, evacuation drills, etc.

**REFERENCE: 47 O.S. §11-705
70 O.S. §9-107**

SUPPORT STAFF

We believe that one of the keys to success in the Lawton Public School District is to remember that all duties are related, directly or indirectly, to the education of children. It is clear that the role of the district's support employees is a vital and essential part of the educational process. Schools without a safe, clean, comfortable environment, or without good cafeterias, or without caring secretaries are not going to support effective learning for children. The support staff is critical in the accomplishment of the district mission, goals and objectives.

SUBSTITUTE TEACHERS

The Board of Education realizes that teachers may occasionally be absent from the classroom and recognizes the need for qualified substitute teachers. Substitute teachers are to be approved by the superintendent. All substitutes must attend in-service training provided at no cost to the substitute to be employed and paid by the school system.

No substitute teacher shall be employed for a total period of time in excess of nine (90) school days during a school year: or one hundred (100) school days during the school year if the substitute teacher holds a lapsed or expired certificate or has a bachelors level college degree: or no limit of school days during the school year if the substitute teacher holds a valid certificate with the exception of substitute teachers who teach special education.

The district will provide in-service training for a substitute teacher employed to teach special education for more than 15 consecutive days or 30 total days in the same assignment as prescribed by the Oklahoma State Board of Education.

A certified substitute teacher may be employed on a monthly or annual basis in accordance with the terms of a written employment contract in the same manner and under the same conditions as regular teachers. Such substitute teachers shall receive the same compensation as regular teachers, at the same salary level, and will be employed pursuant to a temporary employment contract.

REFERENCE: 70 O.S. § 6-105
Atty. Gen. Op. No. 80-112 (June 16, 1980)