

MEMORANDUM OF UNDERSTANDING
BETWEEN THE

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
BOARD OF EDUCATION

AND THE

BRECKSVILLE-BROADVIEW HEIGHTS EDUCATION ASSOCIATION

The Brecksville-Broadview Heights City School District Board of Education (hereafter the "Board") and the Brecksville-Broadview Heights Education Association (hereafter the "BEA"), hereby enter into this Memorandum of Understanding to acknowledge agreement to the statements set forth below.

WHEREAS, the Board and the Association agree to the following:

1. Section 25 – Mentoring Program of the current agreement shall be replaced with the language appearing in Appendix A attached to this Agreement.
2. Section 26 – Evaluation shall be replaced by the language in Appendix B as attached to this Agreement.
3. Section 27 – Implementation of H.B. 123 shall be deleted from the current Agreement.
4. Section (NEW) – Team Leaders
5. Evaluation Timeline for All Certified Staff as appearing in Appendix C of this Agreement shall be added to the Negotiated Agreement as an attachment.
6. School Psychologist Evaluation Process

NOW, THEREFORE, the Board and the Association hereby agree to the above consensus statements.

IN WITNESS WHEREOF, the parties hereto have entered into this Memorandum of Understanding on this ____ day of _____, 2018.

BRECKSVILLE-BROADVIEW HEIGHTS
CITY SCHOOL DISTRICT
BOARD OF EDUCATION

BRECKSVILLE-BROADVIEW HEIGHTS
EDUCATION ASSOCIATION

Board President

BEA President

Superintendent

BEA Vice President

Treasurer

SECTION 25 — MENTORING PROGRAM

A. Overview

An entry-year/mentoring program is designed to help teachers who are either Resident Educators, new to the Brecksville-Broadview Heights School District, or who hold an Alternative Educator License. Mentors will consult and assist teachers new to the district but they shall not evaluate them. A teacher who volunteers and is selected to be a mentor shall be compensated and shall receive release time as stated below. Additionally, a mentor may be required to attend training sessions during the regular school day and may also be required to attend training sessions/meetings outside of the regular school day to a maximum of eight (8) hours per school year. In order for a teacher to be the mentor of an entry-year teacher (i.e., a teacher who holds a provisional license), the teacher must have successfully completed ODE required Resident Educator training.

B. Resident Educator Mentoring Program

1. Qualifications for Resident Educator Mentors/Facilitators

- a. Resident Educator Mentors work with Resident Educators in years one (1) and two (2) of the Resident Educator Program. Resident Educator Mentors must have at least five (5) years of teaching experience.
- b. Resident Educator Mentors must be trained to serve as a mentor through the ODE Instructional Mentoring (IM) and Resident Educator (1-RE) programs.
- c. Resident Educator Mentors must maintain a valid teaching certificate/license.
- d. In order to be selected as a Resident Educator Mentor, the teacher must demonstrate the ability to work cooperatively and effectively with colleagues. The teacher also regularly demonstrates extensive knowledge of best practices for classroom management and instructional techniques.
- e. Resident Educator Facilitators work with Resident Educators in year three (3) and year four (4), if necessary, of the Resident Educator Program. Facilitators must successfully complete ODE Facilitation Training.

2. Selection Process

- a. Teachers interested in serving as a mentor or facilitator to a Resident Educator shall notify the Program Coordinator (Director of Human Resources) by the posting date on the yearly supplemental job posting.
- b. Assignments are for a one-year period and are by the mutual agreement of the Superintendent and the B.E.A. President.

3. Responsibilities

- a. Resident Educator Mentors/Facilitators shall carry out the Resident Educator Program in conjunction with the Resident Educator rules, regulations and guidelines as developed by the ODE.
- b. Resident Educator Mentors shall attend scheduled training sessions/meetings unless notification has been given and approved by the Program Coordinator.
- c. The Mentor shall meet with the mentee for three (3) hours prior to the start of the school year. This meeting date and time shall be mutually determined by the mentor and the mentee.
- d. Release time, during the student contact day, will be provided for observation and conferencing purposes as approved by the Program Coordinator and provided to the Resident Educator Mentor and the Resident Educator. The Resident Educator Mentor will notify the building Principal(s) of the date and time they plan to meet with the Resident Educator no less than three (3) workdays prior to the date so that substitute arrangements can be made.
- e. Resident Educator Mentors will use the Resident Educator Program formative assessment tools (e.g., Collaborative Log, Ohio Standards for the Teaching Profession Reflection Tool, Goal Setting Agreement, etc.) and protocols to support the Resident Educator.
- f. Assessments and evaluations of Resident Educators shall not be performed by Resident Educator Mentors. Resident Educator Mentors are expected to maintain confidentiality as they provide developmental support and critical feedback to Resident Educators.

4. Compensation

- a. Resident Educator Mentors for 1st year and 2nd year mentees will receive .040 of the BA base salary per year and shall receive this compensation in equal installments with his/her regular paycheck.
 - i. Ideally, each Resident Educator Mentor shall not have more than one (1) mentee, however, when this is not possible, a member may be given a second mentee but they can never have more than two (2) mentees.
 - ii. Compensation for two (2) mentees is .060 of the base salary.
- b. Facilitators for 3rd year Resident Educators will receive .005 of the BA base salary per year and shall receive this compensation in equal installments with his/her regular paycheck for each Resident Educator mentee.

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5. Release Time

- a. Resident Educator Mentors shall be given 16 hours of release time to plan, observe, and meet with the mentee.
- b. Resident Educator Facilitators shall be given 1.5 hours of release time to plan and videotape with each assigned mentee.
- c. Resident Educator Mentees in 1st and 2nd year of RESA shall receive up to 8 hours of release time to work with their mentors and up to 8 hours of release time for preparation and submission of RESA materials.
- d. Resident Educator Mentees in their 3rd year in RESA will receive up to 1.5 hours of release time to meet with their Facilitator and up to 8 hours of release time for the preparation and submission of RESA materials.
- e. Resident Educators in their 4th year who still require a Facilitator will receive up to 1.5 hours of release time to meet with their Facilitator. All Resident Educators in year four (4) will receive up to 8 hours of release time for the preparation and submission of RESA materials.
- f. Resident Educator Mentees will be required to meet up to three hours with the Program Coordinator after the first student day.

C. New to the District Mentoring Program (Non-Resident Educator or Educator with Alternative License)

The New to District Mentoring Program is for educators new to the district who have a professional license, permanent certificate, or alternative license. Teachers in their first year at BBHCSD will be provided coaching, mentoring, and guidance as they transition to a BBHCSD employee.

1. Qualifications for Mentors

- a. The New to District Mentor must have at least five (5) years teaching experience.
- b. A New to District Mentor must have demonstrated the ability to work cooperatively and effectively with the BEA members and have extensive knowledge of a variety of classroom management and instructional techniques.
- c. In order to be selected as a New to District Mentor, the teacher must demonstrate the ability to work cooperatively and effectively with colleagues. The teacher also regularly demonstrates extensive knowledge of best practices for classroom management and instructional techniques.

2. Selection Process

- a. Teachers interested in serving as a New to District Mentor shall notify the Program Coordinator (Director of Human Resources) by the posting date on the yearly supplemental job posting.
- b. Assignments are for a one-year period and are by the mutual agreement of the Superintendent and the B.E.A. President.

3. Responsibilities

- a. New to District Mentors shall carry out the following obligations:
 - i. Design and coordinate yearly goals in collaboration with mentee.
 - ii. Meet monthly with mentee.
 - iii. Record dates and times of monthly meetings and submit at the end of the year to Program Coordinator.
- b. The New to District Mentor shall attend all district meetings scheduled for the year unless notification has been given and approved by the Program Coordinator.
- c. The New to District Mentor shall meet with the mentee for three (3) hours prior to the start of the school year. This meeting date and time shall be mutually determined by the mentor and the mentee.
- d. Release time, during the student contact day, will be provided for observation and conferencing purposes as approved by the Program Coordinator and provided to the New to District Mentor and the New to District Mentee. The New to District Mentor will notify the building Principal(s) of the date and time they plan to meet with the New to District Mentee no less than three (3) workdays prior to the date so that substitute arrangements can be made.
- e. Assessments and evaluations of New to District Educators shall not be performed by their mentors. New to District Mentors are expected to maintain confidentiality as they provide developmental support and critical feedback to their mentees.

4. Compensation

- a. New to District Mentors will receive .020 of the BA base salary per year if their mentee has one or more years of service credit. Mentors will receive this compensation in equal installments with his/her regular paycheck. Each additional New to District Mentee will be compensated at .0125 of BA base salary.

- b. New to District Mentors will receive .040 of the BA base salary per year if their mentee has zero years of STRS service credit (i.e. Exempt Teacher) or is hired under an Alternative License. Mentors will receive this compensation in equal installments with his/her regular paycheck. Each additional New to District Mentee will be compensated at .0125 of BA base salary.

5. Release Time

- a. The New to District Mentor shall be given release time, at his/her determination, up to a maximum of twelve (12) hours per school year. When the mentor determines release time is needed, he/she shall give at least three (3) days advance notice to the building principal so that substitute arrangements can be made.
- b. Experienced teachers new to the District will be given release time up to a maximum of six (6) hours per school year to consult with his/her mentor.

D. Special Exceptions

1. Former Long-Term Substitutes

- a. A former long-term substitute with less than one semester in-District experience or a former long-term substitute from another district who receives a regular teaching contract will be treated as an entry-year teacher.
- b. A former long-term substitute with at least one semester in-District experience who receives a regular teaching contract and who has a teaching certificate or professional license may be provided a mentor in his/her first year of teaching, at the administration's discretion.

E. District Entry-Year/Lead Mentor Coordinator

- 1. A Lead Mentor/Coordinator, who must be a teacher, shall be selected by the mutual agreement of the Superintendent and the B.E.A. President.
- 2. The Lead Mentor/Coordinator shall collaboratively work with the Program Director in the design of the district mentoring programs, and the recruitment, selection, assignment and provisions for the training of mentor and entry-year teachers.
- 3. The Lead Mentor/Coordinator shall be paid .0007 of the BA base salary per hour for time dealing with the RESA and Non-RESA mentoring programs outside of his/her regular instructional/duty periods. This includes district meetings with mentors and mentees. Total hours per school year are limited to forty (40) unless additional hours are approved by the Program Director.

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F. Entry-Year Teachers Who Do Not Obtain Licensure

1. Entry-year teachers must successfully complete the entry-year program within two (2) school years. The entry-year teacher must produce a professional license or letter from the Ohio Department of Education verifying the teacher has met the licensure requirements. This must be produced on or before August 1st following completion of the entry-year program. An entry-year teacher who has failed to successfully complete the entry-year program within two (2) years will no longer be employed by the Board.
2. Entry-year teachers who do not successfully complete the entry-year program within the given timeframe will not be entitled to any rights or procedures under this Agreement or applicable state law, including rights or procedures governing nonrenewal or termination or contract. This section expressly supersedes O.R.C. 3319.11, 3319.111, or 3319.16. This section only applies to those teachers who have not satisfied their licensure requirements and does not impact the teacher or Board's rights under this Agreement with respect to nonrenewal or termination of contract for reasons unrelated to failure to obtain licensure.
3. Upon submission of a professional license or verification of completion of licensure requirements, the teacher will no longer be subject to the entry-year mentoring program. Any teacher who has not completed the entry-year program within the first year will be expected to continue to participate in that program during the teacher's second year as an entry-year teacher.

SECTION 26 – EVALUATIONA. Purpose

This evaluation section shall replace O.R.C. 3319.111 in the implementation of O.R.C. 3319.11, or any provision of this contract adopting, modifying, or replacing O.R.C. 3319.111.

Any subsequent changes to this policy shall be deemed a mandatory subject of bargaining and shall be addressed by the parties during negotiations for a successor agreement.

Nothing in this provision shall prevent the Board and the BEA from negotiating changes to OTES during the duration of this agreement so long as the parties do so by mutual agreement only. Any proposed changes to OTES must be ratified by the BEA and the Board.

The purpose of evaluation is to:

1. Provide the staff with a continuous program of evaluation.
2. Provide a cooperative process for evaluator and teacher to work together in improving areas of performance.
3. Recognize performance areas that are successful and identify performance areas needing improvement.
4. Develop performance guidelines and standards for both self-appraisal and evaluation by supervisory personnel.
5. Provide information which may be utilized in the consideration of limited contract renewal or contract termination.

B. Procedures

1. Evaluators
 - a. Evaluation of a teacher shall be conducted by the teacher's **IMMEDIATE SUPERVISOR**, building principal or assistant principal or by the Director of Pupil Services. In the case of potential non-renewal or termination, a teacher may also be evaluated by the Director of Human Resources or his/her designee.
 - b. No teacher shall have more than one evaluator per year.
 - c. Any evaluator must be OTES AND OSCES trained when required.
 - d. Any teacher who is scheduled to be evaluated shall be notified by September 30th.

2. Criteria

The following schedule of observations and evaluations are minimums. Additional observations and evaluations may be conducted as deemed necessary and do not require the completion of the pre- and post-observation process. All observations subject to the pre- **OR** post-observation reports shall be for at least thirty (30) minutes and shall be conducted with the full knowledge of the teacher. Evaluations shall not be limited to classroom observations.

3. Schedule of Classroom Observation and Evaluation -- NEW CHART

4. Evaluation Forms Non-OTES and OSCES Staff

- a. The observations listed above require the completion of the **Pre-Observation Form** (Attachment 19) prior to the observation. This form can be completed by meeting with the evaluator, solely by the teacher, or with the help of a mentor.
- b. Observations listed above require a written **Observation Form** (Attachments 24-26) which must follow within seven (7) work days of the observation. A conference is encouraged after each observation.
- c. If the teacher opts for self-evaluation (goal setting), the teacher must complete the **Goal-Setting Report** (Attachment 20) by October 15th. The Self-Evaluation of Goal Achievement of the **Goal-Setting Report** (Attachment 20) must be completed by May 1.
- d. All necessary forms can be found in the main office of each building and stored electronically on the building server. A summary of the evaluation documents can be found in Attachment 18. **[NEEDS TO BE UPDATED WHEN WE REMOVE FORMS]**
 - (1) Goal-Setting may be initiated in three ways:
 - (a) teacher developed, principal acknowledged
 - (b) teacher/principal consultation
 - (c) principal recommendation
 - (2) If the two parties cannot agree, the standard observation/evaluation format will be used following the same timeline.
 - (3) The goals will be in alignment with the Ohio's Standards for the Teaching Profession.

- e. The **Evaluation Report** (Attachments 24-26) and conference must be conducted on or before the prescribed timeline dates. The evaluator and teacher will discuss and sign the written **Evaluation Report** (Attachments 24-26). The signature by the teacher indicates that the report has been discussed and explained; it does not necessarily indicate approval by the teacher. If the teacher wishes, he/she can submit a written response to the report which will be attached to the **Evaluation Report** (Attachments 24-26).

5. Improvement Plan Report

When a teacher receives at least one “Needs Improvement” on the **Observation Form**, the teacher may be placed on an improvement plan. The teacher and the administrator will develop a plan in a collaborative manner to make the necessary improvements. Teachers placed on an improvement plan will be observed/evaluated as teachers new to the district. Areas that need improvement will be documented on the **Improvement Plan Report** (Attachment 21).

6. Exemptions

Teachers employed after the stated observation and evaluation deadlines will be exempt from the prior schedule. However, all new teachers will have a minimum of one (1) observation and evaluation per school year.

7. B.E.A. Representative

A teacher may have a B.E.A. representative present during the evaluation conference and may have a B.E.A. representative present during the Improvement Plan development meeting.

8. Observation Scheduling

There will be at least three (3) weeks between the scheduled observations set forth in the subsection B.3 of this Section. The last scheduled observation shall be made on or before April 1st of each year for teachers on limited contracts and on or before May 1st of each year for teachers on continuing contracts.

9. Evaluation Committee

- a. The Evaluation Committee shall consist of 5 members from each party’s team. The Superintendent and B.E.A. President shall be responsible for appointing individuals to their respective teams. This number shall include the possible participation of Board counsel and/or the OEA/NEA Labor Relations Consultant.
- b. Meetings shall be scheduled by mutual agreement of the Evaluation Committee members **WITH A MINIMUM OF ONE (1) PER YEAR.**

- c. By February 15, 2012 the Evaluation Committee shall produce a revised Evaluation Procedure that shall be presented to the Board and the Association for ratification. Once ratified by both parties, this procedure shall be incorporated into this agreement, or its successor, and will be into effect for the start of the 2012-2013 school year.



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SECTION (NEW) – TEAM LEADERS

* * *

I. Compensation for Department Chairperson, Team Leader, Grade Level Leader, Coordinator, and Special Education Team Leader

1. Department Chair (High School and Middle School)

Category A [fewer than two (2) full time equivalent teachers in the department] – Compensated at a rate of .0125 of the BA base salary.

Category B [at least two (2) full-time equivalent teachers but fewer than four (4) full-time equivalent teachers in the department] – compensated at a rate of .025 of the BA base salary.

Category C [at least four (4) full-time equivalent teachers but fewer than seven (7) full-time equivalent teachers in the department] – Compensated at a rate of .050 of the BA base salary.

Category D [seven (7) or more full-time equivalent teachers in the department] – Compensated at a rate of .075 of the BA base salary.

2. Team Leaders (Middle School)

Compensated at a rate of .050 of the BA base salary if four (4) or fewer full time equivalent teachers on the team and compensated at .060 of the BA base salary if more than four (4) full time equivalent teachers are on the team.

3. Special Education PLC Leader (elementary grades K-5)

Compensated at a rate of .050 of the BA base salary. There shall be one Special Education PLC Leader for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years. In the event of the completion of one Pre K-5 building, there shall be two Special Education PLC Leaders compensated at a rate of .050 of the BA base salary.

4. Elementary PLC Leader (elementary grades K-5)

Compensated at a rate of .040 of the BA base salary. There shall be one PLC Leader per grade level at each K-3 building for 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years (12 max). Additionally, there shall be two PLC Leaders per grade level at Central School for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years (4 max). In the event of the completion of one Pre K-5 building, there shall be two Elementary Education PLC Leaders per grade level (K-5) compensated at a rate of .050 of the BA base salary.

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5. Grade Level Leader (pre-school):

Compensated at a rate of .040 of the BA base salary if four (4) or fewer full time equivalent teachers in the grade level and compensated at a rate of .050 of the BA base salary if more than four (4) full time equivalent teachers in the grade level.

6. Coordinators [to be paid in essentially equal installments over twenty-six (26) pays]

- a. Elementary Art Coordinator – Compensated at a rate of .020 of the BA base salary.
- b. Elementary Music Coordinator – Compensated at a rate of .020 of the BA base salary.
- c. Elementary Physical Education Coordinator – Compensated at a rate of .020 of the BA base salary.
- d. District-wide Coordinators (media and SLP) – Compensated at a rate of .045 of the BA base salary.
- e. Title I Coordinator – Compensated at a rate of \$1,000 per year.
 - 1) During the course of a school year, the Title I Coordinator may arrange necessary release time through the office of the Director of Curriculum and Instruction.
 - 2) Work completed outside of the normal school year shall be paid at the teacher's hourly rate. The maximum amount of extended time shall be two (2) days.
 - 3) The District retains the right to reassign the Title I Coordinator responsibilities to a member of the administrative staff at the beginning of any school year. In this case, the Title I Coordinator's position will not be filled for the subsequent year(s) and the stipend will not be paid.
 - 4) Upon completion of the extended time and the teacher's submission of the appropriate form to the Director of Human Resources/designee, the teacher shall be paid in the next pay period.

J. Merit Incentive for Attendance Payments

1. Each teacher who has used no sick leave during any semester of the past school year shall receive a merit incentive for attendance payment of \$100 for each semester where no sick leave was used. Any merit attendance payment shall be paid with the second payroll in July.

2. Donation of sick leave shall be considered not to be use of sick leave for the purpose of merit incentive for attendance purposes.

K. Compensation for Music Concerts

Each music teacher shall be compensated at the rate of .003 of the BA base salary for each evening concert, outside of a supplemental, he/she has yearly in excess of two (2). Upon the completion of evening concerts in excess of two (2) and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

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EVALUATION TIMELINE FOR ALL CERTIFIED STAFF

On or before September 15th	Teachers with “Below Expected” Growth must develop and submit their Improvement Plan.
On or before September 30th	Teachers must be notified that they are being evaluated.
On or before October 1st	Student Learning Objectives (SLOs) must be submitted to the SLO Committee for approval. All revisions must be submitted within 10 school days.
On or before October 1st	Teachers with “Expected” and “Above Expected” Growth must develop and submit their Growth Plan.
On or before October 15th	Goal Setting Sections A and B submitted to evaluator (Non-OTES/OSCES staff only)
On or before December 15th	First Observation Cycle has been completed for all teachers except those on the off-year evaluation cycle.
Before end of 1st Semester	Notice of potential for recommendation of non-renewal must be provided to teacher
On or before March 1st	Second Observation Cycle for teachers new to the district, teachers applying for Continuing Contract, teachers in the last year of their Limited Contract.
On or before April 30th	Second Observation Cycle has been completed for teachers with a Continuing Contract, teachers in the first year of a two-year Limited Contract, or the first or second year of a three-year Limited Contract.
On or before April 30th	Third Observation Cycle for teachers new to the district, teachers applying for Continuing Contract, and all teachers in the last year of their Limited Contract.
On or before April 30th	Off year observations must be completed for skilled and accomplished teachers.
On or before May 1st	Teacher SLO Growth Data must be submitted to their evaluator.
On or before May 1st	Goal Section C must be submitted to their evaluator (Non-OTES/OSCES staff only)
On or before May 10th	Final Evaluation Report is due to teacher.

**BRECKSVILLE-BROADVIEW HEIGHTS SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION PROCESS**

School psychologist	Evaluator
1. Meet with Evaluator to review Annual Professional Growth Plan	1. Meet with School psychologist to review Annual Professional Growth Plan and School Psychologist Evaluation Form
2. Meet with Evaluator to discuss and complete School Psychologist Evaluation Form by _____. If Ineffective in any category, collaboratively create School Psychologist Improvement Plan .	2. Meet with School psychologist to discuss and complete School Psychologist Evaluation Form by _____. If Ineffective in any category, collaboratively create Improvement Plan . Provide school psychologist with signed copy of the form(s).
	3. Submit a signed copy of the School Psychologist Evaluation Form (and if created, School Psychologist Improvement Plan) to the Psychologist by and keep a copy for your records.

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**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
ANNUAL PROFESSIONAL GROWTH PLAN- SCHOOL PSYCHOLOGISTS**

School Psychologist Name	School Year	
Evaluator Name	Date Created	Date(s) Reviewed

Self-Directed **Collaborative**

- ❖ As a result of the evaluation process, school psychologist and evaluator should focus on accelerating and continuing School Psychologist growth.
- ❖ Please review the School Psychologist Standards included in the Appendix as they relate to creating professional goals.
- ❖ Professional goals should be individualized to the needs of the school psychologist and specifically relate to his/her areas of refinement/growth as identified in the school psychologists' evaluation.
- ❖ The evaluator and school psychologist should have collaborative discussions related to activities aligned to the goals.

<u>Professional Goals</u>	<u>Evidence Indicators</u>
<p>These are addressed by the evaluator as appropriate for this school psychologist</p> <p>Consider creating goals that meet SMART criteria</p> <p>S - Specific (What do I want to measure?) M - Measurable (How am I going to measure it?) A - Attainable (Is this a reasonable goal?) R - Results-oriented (What will my goal look like when I've reached it?) T - Time-Bound (When will I reach my goal?)</p> <p>Goal 1: <i>Goal Statement:</i></p>	<p>What will show your progress toward the goal?</p> <p>What will show your achievement of the goal?</p> <p align="center"><i>Include tentative deadlines</i></p>
<p>Goal 2: <i>Goal Statement:</i></p>	

School Psychologist's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

Signatures above verify acknowledgement of receipt of final documented plan by both parties.
 Both parties should keep a copy of this document as a point of reference throughout the year.
 A copy of this document should be shared with the Building Principal.

A final copy should be submitted to the Human Resources Office by May 30.

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BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION FORM

School Psychologist Name		School Year	
Evaluator Name		Date	

Proficiency of Standards: <i>Includes information from observations, conferences, and other evidence</i>	Ineffective	Developing	Skilled	Accomplished
DOMAIN 1: PLANNING AND PREPARATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength:</i>				
<i>Areas in which growth is needed:</i>				
DOMAIN 2: THE ENVIRONMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength:</i>				
<i>Areas in which growth is needed:</i>				
DOMAIN 3: DELIVERY OF SERVICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength:</i>				
<i>Areas in which growth is needed:</i>				

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Proficiency of Standards: <i>Includes information from observations, conferences, and other evidence</i>	Ineffective	Developing	Skilled	Accomplished
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength</i>				
<i>Areas in which growth is needed:</i>				

Final Rating:	Ineffective	Developing	Skilled	Accomplished
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If final summative rating is Ineffective, an **Improvement Plan** (in Appendix) will be collaboratively created by the school psychologist and evaluator.

Check here if Improvement Plan has been created. A copy of the Improvement Plan will be submitted by the evaluator with the **Evaluation Form**.

School Psychologist's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Building Administrator's Signature _____ Date _____

While I have signed this, I also intend to submit a supplement by _____ Date _____ School Psychologist's Initials _____

Evaluator should send a completed copy of this form including signatures to Human Resources Office May 30 with a final copy of the Annual Professional Growth Plan.

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APPENDIX

SCHOOL PSYCHOLOGIST STANDARDS

This list is from the Professional Conduct Manual for School Psychology, National Association of School Psychologists (NASP) and Ohio School Psychologists Association (OSPA).

Guideline 1 - School psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery. School psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.

- School psychologists define problems in ways that (a) identify desired goals (e.g., academic/behavioral), (b) are measurable, (c) are agreed upon by those involved, and (d) are linked appropriately to assessment strategies.
- School psychologists select assessment method(s) that are validated for the problem area under consideration including formal and informal assessment procedures, as appropriate, and include data collected from all settings and persons necessary and appropriate to complete the problem-solving process.
- School psychologists develop and implement effective interventions that are based upon the data collected and related directly to the desired outcomes of those interventions.
- School Psychologists use appropriate assessment information to evaluate interventions to determine their effectiveness, their need for modification, or their need for redevelopment. Effectiveness is determined by the relationship between the actual outcome of the intervention and the desired goal articulated in the problem-solving process.
- School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Guideline 2 - School psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. School psychologist must understand the degree to which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.

- School psychologists use decision-making skills and are proficient in systems consultation to facilitate communication and collaboration with students and school personnel, community professionals, agencies, and families/schools.
- School psychologists participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, school psychologists facilitate organization development and change.
- School psychologists must be able to present and disseminate information to diverse communities, such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts, in an organized and meaningful manner.
- School psychologists facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution and negotiation skills.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, local, state, and federal levels.

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Guideline 3 - School psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

- School psychologists apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.
- School psychologists incorporate assessment information to the development of instructional strategies to meet the individual learning needs of children.
- School psychologists use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
- School psychologists assist in facilitating and implementing a variety of research-based instructional methods (e.g., cooperative learning class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
- School psychologists assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.
- School psychologists promote the principles of student-centered learning to help students develop (when appropriate) their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists are informed about advances in curriculum and instruction and share this knowledge with educators, parents, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.

Guideline 4 - School psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.

- School Psychologists use decision-making models (e.g., functional behavioral assessment) that consider the antecedents, consequences, functions and potential causes of behavioral problems experienced by students with disabilities, which may impair learning or socialization
- School psychologists identify factors that facilitate the development of optimal learning environments. Optimal learning environments are characterized as settings where all members of the school or agency community treat one another with respect and dignity. Optimal learning environments are characterized as settings where students' basic needs are assured so that learning can occur and health and mental health are systematically evaluated.
- School psychologists facilitate the development and implementation of strategies that result in instructional environments which foster learning and high rates of academic engaged time and reduce the presence of factors that promote alienation and impact learning and behavioral progress.
- School psychologists demonstrate appropriate knowledge of treatment acceptability and treatment integrity by including these principles in the development, implementation, and evaluation of interventions.
- School psychologists apply the principle of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings - school, home, and community.
- School psychologists develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of alternative, appropriate approaches (e.g., positive reinforcement, social skills training, academic interventions) to student discipline, ecological and behavioral approaches to classroom management, and awareness of classroom climate.
- School psychologists assist parents and other adult caregivers in the development, implementation, and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of their child.

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- School psychologists incorporate appropriate strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. These programs include program to program, early childhood to school, school to school, and school to work transitions.
- School psychologists evaluate interventions (learning/behavioral) for individuals and groups. These include the skills necessary both to evaluate the extent to which the intervention contributed to the outcome and to identify what constitutes a “successful” outcome.

Guideline 5 - School psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

- School psychologists develop academic and behavioral interventions. They recognize that interventions most likely to succeed are those which are adapted to the individual needs and characteristics of the student(s) for whom they are being designed.
- School psychologists recognize (in themselves and others and in the techniques and instruments that they use for assessment and intervention) the subtle racial, class, gender, and cultural biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. School psychologists work to reduce and eliminate these biases where they occur.
- School psychologists promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
- School psychologists incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

Guideline 6 - School psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.

- School psychologists use their knowledge of development, learning, family, and school systems to assist schools and communities to develop policies and practices related to discipline, decision-making, instructional support, staff training, school improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
- School psychologists use their knowledge of organizational development and systems theory to assist in creating climates that result in mutual respect and caring for all individuals in the system, an atmosphere of decision-making and collaboration, and a commitment to quality services.
- School psychologists regularly participate in the development of policies and procedures that advocate for effective programs and services.
- School psychologists are actively involved in the development of systems change plans (such as school improvements plans) that directly impact the programs and services available to children, youth, and their families and that directly impact the ways in which school psychologists deliver their services.
- School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.
- School psychologists are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
- School psychologists are aware of funding mechanisms that are available to school and communities that support health and mental health services.
- School psychologists participate in the development of funding strategies to assure that needed services are available to students and their families.

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Guideline 7 - School psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.

- School psychologists shall apply knowledge of child development, psychopathology, diversity, social stressors, change, and systems to the identification and recognition of behaviors that are precursors to school dropouts or the development of mental health disorders such as conduct disorders or internalizing disorders.
- School psychologists shall provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization.
- School psychologists shall develop, implement, and evaluate prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems.
- School psychologists shall collaborate with school personnel, parents, students, and the community to provide competent mental health support during and after crises (for example, suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment).
- School psychologists promote wellness by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (C) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

Guideline 8 - School psychologists have knowledge of family influences that affect students' wellness, learning and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.

- School psychologists design and implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.
- School psychologists help parents feel comfortable participating in school functions or activities. These might include providing support for them when participating on special education and I.E.P. teams, encouraging parental involvement in school-wide committees such as school improvement teams, and facilitating home-school communication when problems arise and includes assisting parents in accessing community-based services for their family.
- School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- School psychologists help create linkages between schools, families, and community agencies and help coordinate services when programming for children involves multiple agencies.
- School psychologists are knowledgeable about the local system of care and related community services available to support students and their families.
- School psychologists work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.
- School psychologists are active participants in public policy by serving on committees, participating in work groups and task forces, and in responding to proposed legislation and rules.

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SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION	Ineffective	Developing	Skilled	Accomplished
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine eligibility for services in conjunction with the evaluation team.	Psychologist uses a wide range of psychological instruments to evaluate students and is able to isolate variables in which specific instruments will have greater diagnostic value in determining educational needs and eligibility.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and can articulate variations of the typical patterns.
1c: Establishing goals for serving students in the school setting that align with the school ecology	Psychologist has no clear goals for serving students or has goals that are inappropriate to either the environment, ages of the students.	Psychologist's goals for providing school services are rudimentary and are Not entirely suitable to the environment or ages of the students.	Psychologist's goals for service delivery are clear and appropriate for the setting and ages of the students.	Psychologist's goals for service delivery are clear and appropriate for the setting and ages of the students, and have been developed following consultations with students, parents, and/or relevant team members.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources outside of the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the district and in the community.

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DOMAIN 2: THE ENVIRONMENT	Ineffective	Developing	Skilled	Accomplished
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in an assessment session(s).	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the assessment session(s).	Students demonstrate a comfort with the psychologist outside of the assessment session(s), reflecting a comfort and ease in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health by discussing general supports available to students and teachers.	Psychologist promotes a culture for positive mental health in the school among students and teachers by providing specific information to teachers or students that guide positive behavior and choices.	Psychologist offers mental health support (within the scope of school practice) for students and teachers and establishes a collaborative approach for facilitating positive outcomes with specific goals in mind.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers ask for clarification regarding "how" to refer a student for special services, the school psychologist is unaware.	Psychologist follows established procedures for referrals, but the details are not always clear.	Psychologists are able to discuss the procedures for referrals and consultations with teachers, parents and administrators.	Procedures for all aspects of referral and testing protocols are clearly articulated to parents, teachers and administrators, with clear communication.
2c: Organizing physical space for testing of students and storage of materials	The location in which the psychologist provides services is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the school psychologist's office/allocated space are stored securely, but the center is not well organized, and materials are difficult to find when needed.	The school psychologist's office/allocated space is well organized; materials are stored in a secure location and are available when needed.	The school psychologist's office/allocated space is highly organized and ready to receive students. Materials are stored in a secure location and are easily located when needed.

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DOMAIN 3: DELIVERY SERVICE	OF	Ineffective	Developing	Skilled	Accomplished
3a: Responding to referrals; consulting with teachers and administrators		Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised during the initial referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to administer evaluation instruments that target the initial referral questions/concerns.	Psychologist consults frequently with pertinent team members, determining evaluation procedures that match the questions raised by the initial referral.	Psychologist consults frequently with colleagues, contributing own insights and determining evaluations as an outgrowth of questions raised by the initial evaluation.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines		Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are followed according to professional guidelines.	Psychologist selects from a broad repertoire, those assessments that are most appropriate to the referral questions and collects information from colleagues (through written or oral dialogues) to ensure that compliance with all procedures and safeguards are met.
3c: Leading evaluation team discussions following assessment administration		Psychologist declines to assume leadership of the evaluation team.	When directed to do so, Psychologist assumes leadership of the evaluation team discussion.	Psychologist assumes leadership position when sharing assessments or evaluation planning procedures and shares all necessary materials with parents and/or team members in a systematic fashion.	Psychologist assumes leadership position when sharing assessments or evaluation planning procedures and shares all necessary materials with parents and/or team members in a systematic fashion.
3d: Assisting in development/identification of interventions to maximize students' likelihood of success		Psychologist fails to contribute to intervention planning or suggests strategies that are not suitable for students (i.e. interventions are mismatched with assessment findings).	Psychologist suggests interventions for students that are partially suitable for them or are not consistently aligned with identified needs.	Psychologist suggests/guides interventions for students that are aligned with identified needs.	Psychologist develops or provides materials to initiate a comprehensive plan for student(s), by incorporating various elements that are specifically designed to address identified needs.
3e: Maintaining contact with physicians and community mental health service providers		Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers in order to collect data when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers in order to gain or provide meaningful information about services available when needed.
3f: Demonstrating flexibility and responsiveness		Psychologist adheres to a plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in an intervention plan when confronted with evidence of the need for change.	Psychologist makes revisions in an intervention plan when it is needed, based on data.	Psychologist is continually seeking ways to improve an intervention plan and makes changes based on data, feedback from teachers, parents and/ or student input.



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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on district practices	The school psychologist is unable to refer to specific BBH policies and procedures and contributes to confusion or discord in situations with parents or teacher teams.	The school psychologist can refer to BBH policies and procedures using appropriate terms although does not consistently demonstrate guidelines when working with teams of teachers during collaborative problem-solving.	The school psychologist may refer to BBH policies and procedures using appropriate terms and in a variety of situations. Reference to BBH guidelines is made among teams of teachers and parents during collaborative problem-solving efforts.	The school psychologist refers to BBH policies and procedures using appropriate terms and in a variety of situations. BBH guidelines are shared with teams of teachers and parents during collaborative problem-solving efforts to maintain integrity and best practice.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist offers support to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be accurately interpreted by another qualified professional.
4d: Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically required.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in Professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional development opportunities or training to colleagues.

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**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST IMPROVEMENT PLAN**

School Psychologist Name _____	Date of Conference _____
Evaluator Name _____	

Written improvement plans are to be developed in circumstances when an educator makes below expected academic growth with his/her students AND/OR receives an overall Ineffective rating or an Ineffective rating on any of the components on the January Formative School Psychologist Evaluation. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

Psychologist Area(s) Needing Improvement <small>From School Psychologist Evaluation Rubric/Evaluation Forms</small>	Improvement Statement <small>List specific areas for improvement</small>	Specific Plan of Action <small>Describe in detail specific plans of action that must be taken by the school psychologist to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.</small>	Assistance & Professional Development <small>Examples include:</small> <ul style="list-style-type: none"> • Mentoring • Observing other colleagues • PD 360 • Attend workshops

School psychologist's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

*The evaluator's signature above verifies that the proper procedures in the local contract have been followed.
A copy of this plan should be submitted to the Human Resources Office with Evaluation Forms by _____ as applicable.*

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**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST IMPROVEMENT PLAN-EVALUATION**

School Psychologist Name	School Year/Building
Evaluator Name	Date of Conference

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following actions have been taken:

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance.
- The Improvement Plan should continue for time specified: _____
- Non-renewal is recommended.

Improvement Plan Evaluation Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

School psychologist's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

The evaluator's signature above verifies that the proper procedures in the local contract have been followed. Evaluator should send a completed copy of this form including signatures to Human Resources Office by _____ with the Evaluation Form.



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