

**BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT  
BOARD POLICIES**

**SECTION A: FOUNDATIONS AND BASIC COMMITMENTS**

|               |                                          |
|---------------|------------------------------------------|
| <del>AF</del> | <del>Commitment to Accomplishment</del>  |
| AFB           | Superintendent Evaluation Plan           |
| AFC           | Evaluation of Certified Staff (also GCN) |
| AFCA          | Principal Evaluation Plan                |
| AFCB          | Beginning Educator Residency Program     |
| AFCC          | Athletic Director Evaluation Plan        |
| AFCD          | Asst. Principal Evaluation Plan          |
| AFD           | Evaluation of Support Staff              |
| AFE           | Asst. Superintendent Evaluation Plan     |

**SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS**

|                  |                                                                      |
|------------------|----------------------------------------------------------------------|
| <del>DBAA</del>  | <del>School Board Authority</del>                                    |
| <del>BBB</del>   | <del>School Board Member Selection</del>                             |
| <del>BBBB</del>  | <del>Board Member Oath of Office</del>                               |
| <del>DBC</del>   | <del>Board Member Resignation</del>                                  |
| <del>BDE</del>   | <del>Unexpired Term Fulfillment</del>                                |
| <del>BDFA</del>  | <del>Conflict of Interest</del>                                      |
| <del>BBF-E</del> | <del>School Board Member Ethics</del>                                |
| <del>DBG</del>   | <del>Complimentary Tickets</del>                                     |
| <del>BCA</del>   | <del>Board Organizational Meeting</del>                              |
| <del>BCB</del>   | <del>Board Officers</del>                                            |
| <del>BCD</del>   | <del>Board-Superintendent Relationship</del>                         |
| <del>BCD-E</del> | <del>Board-Superintendent Relationship</del>                         |
| <del>BCG</del>   | <del>School Attorney</del>                                           |
| <del>BDA</del>   | <del>Regular Board Meetings</del>                                    |
| <del>BDD</del>   | <del>Electronic Participation</del>                                  |
| <del>BDDC</del>  | <del>Agenda Preparation and Dissemination/Public Participation</del> |
| <del>BDDD</del>  | <del>Quorum</del>                                                    |
| <del>BDDE</del>  | <del>Rules of Order</del>                                            |
| <del>BDDF</del>  | <del>Voting Method</del>                                             |
| BDDI             | News Media Services at Board Meetings (also KBCC)                    |
| <del>BF</del>    | <del>Board Policy Development</del>                                  |
| <del>BF-E1</del> | <del>Board Policy Development</del>                                  |
| <del>BF-E2</del> | <del>Board Policy Development</del>                                  |
| <del>BFC</del>   | <del>Policy Adoption</del>                                           |
| <del>BFCA</del>  | <del>Board Review of Administrative Rules</del>                      |

|                |                                                        |
|----------------|--------------------------------------------------------|
| <del>BFD</del> | <del>Policy Dissemination</del>                        |
| <del>BFE</del> | <del>Administration in Policy Absence (also CHD)</del> |
| <del>BFF</del> | <del>Suspension of Policies</del>                      |
| <del>BHD</del> | <del>Board Member Compensation and Expenses</del>      |
| <del>BJ</del>  | <del>School District Memberships</del>                 |

## SECTION C: GENERAL SCHOOL ADMINISTRATION

|                 |                                                        |
|-----------------|--------------------------------------------------------|
| <del>CB</del>   | <del>School Superintendent</del>                       |
| <del>CBE</del>  | <del>Superintendent's Development Opportunities</del>  |
| <del>CBF</del>  | <del>Superintendent's Consulting Activities</del>      |
| <del>CD</del>   | <del>Administrative Team</del>                         |
| <del>CD-E</del> | <del>Management Team</del>                             |
| <del>CHA</del>  | <del>Development of Administrative Rules</del>         |
| <del>CHD</del>  | <del>Administration in Policy Absence (also BFE)</del> |
| CI              | Temporary Administrative Arrangements                  |

## SECTION D: FISCAL MANAGEMENT

|                  |                                                          |
|------------------|----------------------------------------------------------|
| <del>DFAA</del>  | <del>Use of Surplus Funds (Rainy Day Fund)</del>         |
| DFC              | Grants and Donations                                     |
| <del>DFD</del>   | <del>Rentals and Service Charges</del>                   |
| <del>DFD-L</del> | <del>Rentals and Service Charges</del>                   |
| <del>DGA</del>   | <del>Authorized Signatures</del>                         |
| <del>DHA</del>   | <del>Internal Controls</del>                             |
| <del>DIDA</del>  | <del>Fixed Asset Inventory</del>                         |
| <del>DJF</del>   | <del>Purchasing Procedures</del>                         |
| <del>DKA</del>   | <del>Use of Credit Cards</del>                           |
| <del>DKAA</del>  | <del>Information Security Credit Card Transactions</del> |
| <del>DKB</del>   | <del>Collection and Forgiveness of Debt</del>            |
| <del>DLC</del>   | <del>Expense Reimbursements</del>                        |
| <del>DLC-E</del> | <del>Expense Reimbursements</del>                        |
| <del>DM</del>    | <del>Cash in School Buildings</del>                      |
| DN               | School Properties Disposal Procedure                     |
| <del>DO</del>    | <del>Materiality Threshold</del>                         |

## SECTION E: SUPPORT SERVICES

|                   |                                                                        |
|-------------------|------------------------------------------------------------------------|
| <del>EBAA</del>   | <del>Pest Control Policy</del>                                         |
| <del>EBAA-R</del> | <del>Pest Control Regulations Guidelines</del>                         |
| <del>EBB</del>    | <del>Suicide Awareness and Prevention</del>                            |
| EBB-R             | Suicide Awareness and Prevention Administrative Regulations Guidelines |
| <del>EBC</del>    | <del>Use of Metal Detectors</del>                                      |
| EBCD              | Emergency Closings                                                     |

|                     |                                                                                                    |
|---------------------|----------------------------------------------------------------------------------------------------|
| EBCD-R              | Emergency Closing Guidelines                                                                       |
| <del>ECF</del>      | <del>U. S. Flag</del>                                                                              |
| <del>ECG</del>      | <del>Use of Tobacco</del>                                                                          |
| ECH                 | Use of Face Masks                                                                                  |
| <del>EDB-1</del>    | <del>Chemical Management Policy</del>                                                              |
| <del>EDB-2</del>    | <del>Animals in Classrooms</del>                                                                   |
| <del>EDB-3</del>    | <del>Service Animals on School Property</del>                                                      |
| <del>EDB-3-E1</del> | <del>Service Animal Registration/Agreement</del>                                                   |
| <del>EDC</del>      | <del>Authorized Use of School-Owned Materials</del>                                                |
| <del>EE</del>       | <del>Vehicle Idling Policy</del>                                                                   |
| EEACC               | Student Conduct on School Buses (also JFCC)                                                        |
| EEACC-R             | School Bus Rules & Regulations Guidelines                                                          |
| <del>EEACD</del>    | <del>Alcohol and Controlled Substance Testing for Commercial Drivers License (CDL) Employees</del> |
| EEACE               | Alcohol and Controlled Substance Testing for Preschool Employees                                   |
| EEAD                | Special Use of School Buses                                                                        |
| EEAD-R              | Special Use of School Buses Guidelines                                                             |
| <del>EF-R</del>     | <del>Procedures for Student Lunch/Meal Account Guidelines</del>                                    |
| <del>EFB</del>      | <del>Review and Second Audit of Free/Reduced Lunch Applications</del>                              |
| <del>EFC</del>      | <del>Competitive Foods Policy</del>                                                                |
| <del>EFD-R</del>    | <del>Food Sanitation Program Guidelines</del>                                                      |
| <del>EFD-R1</del>   | <del>Approval for School Carry-In Food Guidelines</del>                                            |
| EFF                 | Wellness Policy on Physical Activity and Nutrition                                                 |
| <del>EGAA</del>     | <del>Public Records Designee and Copy Fees Policy</del>                                            |
| <del>EGAA-E</del>   | <del>Public Records Request</del>                                                                  |

## SECTION G: PERSONNEL

|                    |                                                                        |
|--------------------|------------------------------------------------------------------------|
| <del>GDA</del>     | <del>Equal Opportunity Employment</del>                                |
| <del>GBCBA</del>   | <del>Policy on Employee Drug and Alcohol Offenses</del>                |
| <del>GBCBA-E</del> | <del>Drug and Alcohol Policy</del>                                     |
| <del>GBCDB</del>   | <del>Criminal History Information</del>                                |
| <del>GBD</del>     | <del>Return to Work</del>                                              |
| <del>GBEB</del>    | <del>Prevention of Aids, HIV and HDV</del>                             |
| <del>GBEB-E2</del> | <del>Vaccination Record</del>                                          |
| <del>GBEB-E3</del> | <del>Exposure Record</del>                                             |
| GBEB-R             | Blood-Borne Pathogens Exposure Control Plan Guidelines                 |
| <del>GBEC</del>    | <del>Policy on Sexual Harassment</del>                                 |
| <del>GBEC-E1</del> | <del>Report of Sexual Harassment</del>                                 |
| <del>GBEC-E2</del> | <del>Investigative Report of Alleged Sexual Harassment</del>           |
| <del>GBN</del>     | <del>Possessing Firearms on School Property</del>                      |
| <del>GCB</del>     | <del>Teacher Appreciation Grants &amp; Compensation Professional</del> |
| GCBDF              | Staff Absences for Conferences and Visitations                         |
| GCBDF-R1           | Guidelines for Faculty Travel Reimbursement                            |
| GCBDF-R2           | Professional Leave Form                                                |
| GCBDJ              | Staff Absences for Medical Leave                                       |

|                  |                                                                             |
|------------------|-----------------------------------------------------------------------------|
| GCD              | Adjunct Teachers                                                            |
| GCEA             | Substitute Teacher Certification Plan                                       |
| GCIA             | Summer School Assignments                                                   |
| <del>GCL</del>   | <del>Professional Staff Development Opportunities</del>                     |
| <del>GCL-R</del> | <del>Professional Staff Development Guidelines</del>                        |
| <del>GCLA</del>  | <del>Professional Staff Visitations and Conferences</del>                   |
| <del>GCPA</del>  | <del>Reduction in Force (RIF) Procedure and Recall Professional Staff</del> |
| <del>GCPB</del>  | <del>Resignation of Professional Staff Members</del>                        |
| <del>GCPD</del>  | <del>Suspension and Dismissal of Professional Staff Members</del>           |
| <del>GCQA</del>  | <del>Interaction with the School Community</del>                            |
| GCQAB            | Tutoring for Pay                                                            |
| <del>GDPCA</del> | <del>Retirement of Classified Staff Members</del>                           |
| GEA              | <del>Social Media Use</del>                                                 |
| <del>GEB</del>   | <del>School Personnel Communication Policy</del>                            |

## SECTION H: NEGOTIATIONS

|               |                                     |
|---------------|-------------------------------------|
| <del>HE</del> | <del>Board Negotiating Agents</del> |
|---------------|-------------------------------------|

## SECTION I: INSTRUCTION

|                      |                                                                              |
|----------------------|------------------------------------------------------------------------------|
| IA                   | Instructional Goals                                                          |
| IAB                  | Student Achievement Policy                                                   |
| <del>IGAD</del>      | <del>Vocational Education</del>                                              |
| <del>IGBA</del>      | <del>Programs for Handicapped Students / Least Restrictive Environment</del> |
| IGBAA                | Educational Surrogate Parent Policy                                          |
| <del>IGDE</del>      | <del>Title I Parent Involvement</del>                                        |
| IGDAA                | Responsibilities of ECA Coaches                                              |
| <del>IGDB</del>      | <del>Student Publication</del>                                               |
| <del>IGDJ</del>      | <del>Interscholastic Athletics</del>                                         |
| <del>HBGA</del>      | <del>DHMSD Student Internet &amp; Technology Responsible Use Policy</del>    |
| <del>HBGAA</del>     | <del>DHMSD Employee Internet &amp; Technology Responsible Use Policy</del>   |
| <del>HBGB</del>      | <del>Bring Your Own Technology</del>                                         |
| IICA                 | Field Trips and Excursions                                                   |
| IKAA                 | Credit by Examination                                                        |
| <del>IKE 1,2,3</del> | <del>Promotion and Retention of Students</del>                               |
| <del>IKFA</del>      | <del>Early Graduation</del>                                                  |
| <del>IKFB</del>      | <del>Graduation Exercises</del>                                              |
| <del>IL</del>        | <del>Standardized Testing Program</del>                                      |
| <del>IL-E</del>      | <del>DHMSD Testing Program</del>                                             |
| <del>ILB</del>       | <del>Ethical Testing Policy</del>                                            |
| INB                  | Instructional Practices for Controversial Issues                             |
| INC                  | Classroom Posting                                                            |

## SECTION J: STUDENTS

|                     |                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------|
| <del>JBCA</del>     | <del>Student Enrollment and Proof of Residency</del>                                        |
| JBCAA               | Admission of Home Schooled Students – Part-Time                                             |
| <del>JC</del>       | <del>Student Engagement &amp; Attendance Policy for Virtual or Remote Learning</del>        |
| <del>JEB</del>      | <del>Entrance Age</del>                                                                     |
| <del>JECE</del>     | <del>Withdrawal from School / Exit Interview</del>                                          |
| <del>JECE-R</del>   | <del>Student Withdrawal from School Guidelines</del>                                        |
| <del>JED</del>      | <del>Student Absences and Excuses</del>                                                     |
| JED-R               | Student Absences and Excuses Guidelines                                                     |
| JF                  | Student Religious Civil Liberties                                                           |
| JFCI                | Student Drug and Alcohol Offenses                                                           |
| <del>JFCIA</del>    | <del>Random Student Drug Testing</del>                                                      |
| <del>JFCIA-E1</del> | <del>ECA and Student Driver Consent Form</del>                                              |
| JFCIA-E2            | ECA and Student Driver Non-Consent Form                                                     |
| JFCIA-E3            | ECA and Student Driver Withdraw Form                                                        |
| <del>JFCIA-R</del>  | <del>Random Student Drug Testing Guidelines</del>                                           |
| JFCK                | Prevention of Crime                                                                         |
| JFCK-R              | Prevention of Crime and Violence Guidelines                                                 |
| <del>JFI</del>      | <del>Homeless Students: Enrollment Rights and Service Guidelines</del>                      |
| <del>JFK</del>      | <del>Criminal Gang Activity</del>                                                           |
| <del>JG</del>       | <del>Student Discipline</del>                                                               |
| <del>JG-R</del>     | <del>Student Discipline Guidelines</del>                                                    |
| <del>JGD</del>      | <del>Student Suspension</del>                                                               |
| JGF                 | Habitual Truant (Driver's License/Permit Restriction)                                       |
| <del>JH</del>       | <del>Reporting Child Abuse/Child Neglect</del>                                              |
| <del>JHCC</del>     | <del>Training and Health Precautions for Communicable Diseases</del>                        |
| JHCCA               | Aids and HIV                                                                                |
| JHCCB               | Head Lice                                                                                   |
| <del>JHCD</del>     | <del>Administering Medicines to Students</del>                                              |
| JHCD-E1             | Parent Letter for Administration of Medication                                              |
| JHCD-E2             | Incident Report/Mediation Administration                                                    |
| JHCD-E3             | Certification of In-Service for School Personnel Administering Medications                  |
| JHCD-E4             | Medication Administration Training for Paraprofessionals                                    |
| JHCD-E5             | Medication Administration Certification of Paraprofessionals                                |
| JHD                 | Student Mental and Behavioral Services Records                                              |
| <del>JHFE</del>     | <del>Use of Seclusions and Restraints</del>                                                 |
| <del>JM</del>       | <del>Staff Student Relations</del>                                                          |
| <del>JO</del>       | <del>Education Records</del>                                                                |
| JO-E1               | Notice of Rights Concerning Education Records                                               |
| JO-E2               | Denial of Permission to Release Certain Directory Information Without Prior Written Consent |
| JO-E3               | Notice of Restriction to Release Student Directory Information to Military Representatives  |
| JO-R                | Model Notification of Rights under FERPA for Elementary & Secondary Schools Guidelines      |

|      |                                                     |
|------|-----------------------------------------------------|
| JP   | Student Services                                    |
| JP-R | Section 504 Forms                                   |
| JQ   | School Age Child Care Program                       |
| JR   | Non-Discrimination                                  |
| JR-R | Non-Discrimination Guidelines (Grievance Procedure) |

## SECTION K: SCHOOL-COMMUNITY RELATIONS

|                    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| <del>KBA</del>     | <del>Public's Right to Know</del>                                                              |
| KBA-R1             | Access to Public Records Guidelines (Request Form)                                             |
| <del>KBAA</del>    | <del>Right to Inspect Certain Instructional Materials / Student Participation in Surveys</del> |
| KBAA-E1            | Written Consent of Student Submission to Survey, Personal Analysis or Evaluations              |
| <del>KBAA-E2</del> | <del>Consent Form for Formal Classroom Instruction on Human Sexuality (MS)</del>               |
| <del>KBAA-E3</del> | <del>Consent Form for Formal Classroom Instruction on Human Sexuality (HS)</del>               |
| KBC                | News Media Relations                                                                           |
| KBCC               | News Media Services at Board Meetings (also BDDI)                                              |
| KBF                | Use of Students in Public Information Program                                                  |
| KG                 | Community Use of School Facilities                                                             |
| KG-L               | Community Use of School Facilities                                                             |
| KG-R1              | Rental Schedule Guidelines                                                                     |
| <del>KK</del>      | <del>Visitors to the Schools</del>                                                             |
| <del>KLB</del>     | <del>Public Complaints about the Curriculum or Instructional Materials</del>                   |
| <del>KLB-E</del>   | Request for Consideration of a Book or Other Instructional Materials                           |

# **Bluffton-Harrison Metropolitan School District**

## **Superintendent Effectiveness Rubric**

May 2023



Source: Bluffton-Harrison Metropolitan School District January 25,  
Adopted: 1977  
Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021  
Reviewed: May 16, 2022, May 15, 2023

# BHMSD Superintendent Evaluation Rubric

| Indicator                                                                                                                                                                    |                                                                                                                          | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                  | Effective (3)                                                                                                                                                                                                                                                                      | Improvement Necessary (2)                                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.</b> |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                   |
| 1.1                                                                                                                                                                          | <b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>                              | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p> |
| 1.2                                                                                                                                                                          | <b>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</b> | <p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>                               | Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.                                                                                                                                                      | The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.                                                           | Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.                                                                                                   |
| 1.3                                                                                                                                                                          | <b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>             | The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.                                                                                                                                                                                                   | The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.                                                                          | The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.                                                                                                                      | <p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>                                                   |

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| Indicator |                                                                                                                                                                               | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Effective (3)                                                                                                                                                                                                                                                                                                                                          | Improvement Necessary (2)                                                                                                                                                                                                    | Ineffective (1)                                                                                                                                                   |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4       | <b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>                                                                                   | <p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>                                                              | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p> | The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.                                                                                                      | The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.                                        |
| 1.5       | <b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b> | <p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p> | The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.                                                                        | The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance. | <p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p> |

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| Indicator                                                                                                                                                                                                                                                                                    | Highly Effective (4)                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ineffective (1)                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</b> |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.1                                                                                                                                                                                                                                                                                          | <b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b> | <p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>                                                                                                                                                                                                                                                                                                                                             | <p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>                                         | <p>The superintendent is unaware of or indifferent to the data.</p>                                                                                                                                                                                                                                                                                                                    |
| 2.2                                                                                                                                                                                                                                                                                          | <b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>            | <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p> | <p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>                                                                                                                                                                                                                                | <p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> | <p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |

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**Adopted:** 1977

**Revised:** February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021

**Reviewed:** May 16, 2022, May 15, 2023

|     |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                   |                                                                                                                     |                                                                                                                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3 | <b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b> | <p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p> | The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement. | The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement. | The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement. |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|

**Source:** Bluffton-Harrison Metropolitan School District January 25,  
**Adopted:** 1977  
**Revised:** February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021  
**Reviewed:** May 16, 2022, May 15, 2023

| Indicator                                                                                                                                                        |                                                                                                                                         | Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                                                                   | Improvement Necessary (2)                                                                                                                             | Ineffective (1)                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.</b> |                                                                                                                                         |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                       |                                                                                                                                                                |
| 3.1                                                                                                                                                              | <b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b> | The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.                                                                                                  | On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.                                                                                                                                  | Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.                              | The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| 3.2                                                                                                                                                              | <b>The superintendent organizes time and projects for effective leadership.</b>                                                         | <p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>                                  |

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| Indicator                                                                                                                                                                   | Highly Effective (4)                                                                                            | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Ineffective (1)                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4.1                                                                                                                                                                         | <p><b>The superintendent demonstrates effective communication with parents and community.</b></p>               | <p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p> | <p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p> | <p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>                                                 | <p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p> |
| 4.2                                                                                                                                                                         | <p><b>The superintendent forges consensus for change and improvement throughout the school corporation.</b></p> | <p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>                                                                                                                                                                                                                         | <p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p> | <p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>                                                                                     |

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| Indicator | Indicator                                                                                                                         | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                            | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                 | Improvement Necessary (2)                                                                                                                                                   | Ineffective (1)                                                                                                                                                                |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.3       | <b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b>              | <p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p> | The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success. | The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful. |
| 4.4       | <b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b> | The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.                                                                                                                                                                                                                                          | The superintendent communicates with all school board members periodically.                                                                                                                                                                                                                                                                                                                   | The superintendent communicates with selected school board members when needed.                                                                                             | The superintendent has little communication with the school board outside of meetings.                                                                                         |
| 4.5       | <b>The superintendent encourages open communication and dialogue with school board members.</b>                                   | <p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>                                                                                                                                                    | The superintendent seeks input and feedback from all school board members on a frequent basis.                                                                                                                                                                                                                                                                                                | The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.                    | The superintendent rarely seeks input from the school board and tends to make unilateral decisions.                                                                            |
| 4.6       | <b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>      | The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.                                                                                                                                                                                              | The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.                                                                                                                                                                                                            | The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.                              | The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.                                                   |

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| Indicator                                                                                                                                                                          |                                                                                                                                                                                         | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.</b> |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5.1                                                                                                                                                                                | <b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b> | <p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> |
| 5.2                                                                                                                                                                                | <b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>                                              | <p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>                                                                                                                                                                                                                                     | <p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>                                                                                                                                                                                                                                                                                                             | <p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>                                                                                                                                                                                                                                           | <p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>                                                                                                                                                                                                                                                                         |

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| Indicator |                                                                                                                                                                             | Highly Effective (4)                                                                                                                                                                                      | Effective (3)                                                                                                                                                                                           | Improvement Necessary (2)                                                                                                                                                      | Ineffective (1)                                                                                                                                                                            |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.3       | <b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>                              | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.            | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs. | The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.                                     | The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.                                                             |
| 5.4       | <b>The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b> | The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home. | The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.                             | The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home. | The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home. |

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| Indicator                                                                                                                                                                                                                               | Highly Effective (4)                                                                                                                                                                                                                    | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Improvement Necessary (2)                                                                                                                                                                                                                               | Ineffective (1)                                                                                                                                                                                                          |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes. |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                          |                                                                                                                                                                                   |
| 6.1                                                                                                                                                                                                                                     | <p><b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b></p> | <p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | <p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>                                                                 | <p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>                                                                                                                 | <p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>                     |
| 6.2                                                                                                                                                                                                                                     | <p><b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b></p>                                                                                                                        | <p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p> | <p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p> | <p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p> |

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|     |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                        |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.3 | <b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p> |
| 6.4 | <b>The superintendent provides responsible fiscal stewardship.</b>                                                                                                                                                                    | <p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>                                                  | <p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>                                                                                                                                                                                                                  | <p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>                                                                                                                                                                        | <p>The superintendent has little proficiency in sound budgetary practices.</p>                                                                                                                                                                                         |
| 6.5 | <b>The superintendent demonstrates compliance with legal requirements.</b>                                                                                                                                                            | <p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>                                                                                                                                                                                                                                                                        | <p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>                                                                                                                                                                                                         | <p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>                                                                                                                                                                               | <p>The superintendent is unaware of the legal standards and board policy requirements.</p>                                                                                                                                                                             |

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# **Bluffton-Harrison Metropolitan School District**

## **Superintendent Evaluation Metrics**

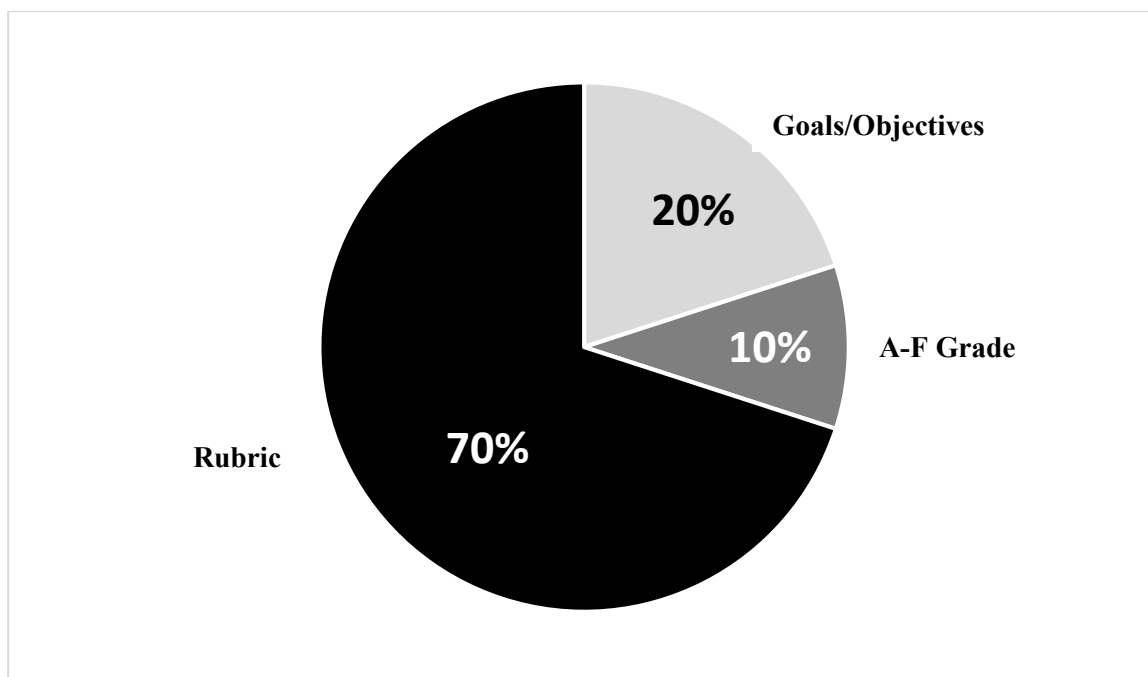
**May 2023**



Source: Bluffton-Harrison Metropolitan School District January 25,  
Adopted: 1977  
Revised: February 28, 1985, June 26, 2000, August 6, 2012, May 17, 2021  
Reviewed: May 16, 2022, May 15, 2023

## BHMSD Superintendent Evaluation Metrics

70% Leadership Outcomes, 10% A-F Grade, 20% Goals/Objectives



### **LEADERSHIP OUTCOMES (70%):**

BHMSD Superintendent Effectiveness Rubric (70%): This score is obtained from the evaluation rating from the BHMSD Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. It is weighted at 70% of the superintendent's comprehensive rating.

### **STUDENT LEARNING DATA (10%):**

A-F Accountability Grade (10%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating in this example.

| A        | B        | C        | D or F  |
|----------|----------|----------|---------|
| 4 Points | 3 Points | 2 Points | 1 Point |

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**GOALS/OBJECTIVES (20%):**

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

| Expectation                        | Category                  | Points |
|------------------------------------|---------------------------|--------|
| Exceeds all goals                  | Highly Effective (HE)     | 4      |
| Meets all goals,<br>may exceed one | Effective (E)             | 3      |
| Meets only one goal                | Improvement Necessary (I) | 2      |
| Meets no goals                     | Ineffective (IN)          | 1      |

**COMPUTING THE SCORE:**

|                                      | Raw Score | x | Weight                                | Score |
|--------------------------------------|-----------|---|---------------------------------------|-------|
| Rubric Rating                        |           |   | 0.70                                  |       |
| A-F<br>Accountability<br>Grade (DOE) |           |   | 0.10                                  |       |
| Goals/Objectives                     |           |   | 0.20                                  |       |
|                                      |           |   | Comprehensive<br>Effectiveness Rating |       |

**SCALE:**

| Ineffective  | Improvement<br>Necessary | Effective    | Highly Effective |
|--------------|--------------------------|--------------|------------------|
| 1.0 points → | 1.75 points →            | 2.5 points → | 3.5 - 4.0 points |

Note: Borderline points always round up

# Bluffton-Harrison Metropolitan School District

## Teacher Evaluation and Development Plan

May 2024



**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** January 25, 1977

**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007,  
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,  
May 17, 2021, May 16, 2022, May 15, 2023, May 13, 2024

## **Bluffton-Harrison Metropolitan School District Teacher Evaluation and Development Plan**

The purpose of this handbook is to outline and explain the Bluffton-Harrison Metropolitan School District (BHMSD) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model. During the 2011-2012 school year, a committee of eleven members met several times to develop this handbook. The committee included the following people:

Wayne Barker, Superintendent  
Brad Yates, Business Manager/Transportation Director  
Julie Meitzler, Elementary Principal  
Tom Gibson, Middle School Principal  
Steve Baker, High School Principal  
Cheryl Williams, 2<sup>nd</sup> Grade Teacher  
Amy Gerber, Elementary Art Teacher  
Marcia Hotopp, 5<sup>th</sup> Grade Teacher  
Tyson Brooks, 7<sup>th</sup> Grade Science Teacher  
Tami Wuest, High School Social Studies Teacher  
Leah Huggins, High School Family & Consumer Sciences Teacher

The review during the 2014-2015 school year for modifications to be applied for the 2015-2016 school year were the result of the following committee members' efforts:

Wayne Barker, Superintendent  
Brad Yates, Business Manager/Transportation Director  
Julie Meitzler, Elementary Principal  
Claire Paul, Middle School Principal  
Steve Baker, High School Principal  
Amy Gerber, Elementary Art Teacher  
Tyson Brooks, 7<sup>th</sup> Grade Science Teacher  
Tami Wuest, High School Social Studies Teacher  
Leah Huggins, High School Family & Consumer Sciences Teacher

The review during the 2017-2018 school year for modifications to be applied for the 2018-2019 school year were the result of the following committee members' efforts:

Wayne Barker, Superintendent  
Brad Yates, Business Manager/Transportation Director  
Julie Meitzler, Elementary Principal  
Rick Mettler, Middle School Principal  
Steve Baker, High School Principal  
Amy Gerber, Elementary Art Teacher

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**Adopted:** January 25, 1977

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May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,  
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Tyson Brooks, 7<sup>th</sup> Grade Science Teacher  
Tami Wuest, High School Social Studies Teacher  
Deb Johnson, High School Language Arts Teacher

The review during the 2018-2019 school year for modifications to be applied for the 2019-2020 school year were the result of the following committee members' efforts:

Wayne Barker, Superintendent  
Brad Yates, Asst. Superintendent  
Julie Meitzler, Elementary Principal  
Rick Mettler, Middle School Principal  
Steve Baker, High School Principal  
Amy Gerber, Elementary Art Teacher  
Tyson Brooks, 7<sup>th</sup> Grade Science Teacher  
Tami Wuest, High School Social Studies Teacher  
Kim Mayer, 6<sup>th</sup> Grade Math Teacher

The review during the 2019-2020 school year for modifications to be applied for the 2020-2021 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent  
Julie Meitzler, Asst. Superintendent  
Schlaura Linderwell, Elementary Principal  
Rick Mettler, Middle School Principal  
Steve Baker, High School Principal  
Amy Gerber, Elementary Art Teacher  
Tyson Brooks, 7<sup>th</sup> Grade Science Teacher  
Kim Mayer, 6<sup>th</sup> Grade Math Teacher  
Tami Wuest, High School Social Studies Teacher

The review during the 2020-2021 school year for modifications to be applied for the 2021-2022 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent  
Julie Meitzler, Asst. Superintendent  
Schlaura Linderwell, Elementary Principal  
Rick Mettler, Middle School Principal  
Steve Baker, High School Principal  
Gretchen Grau, 4<sup>th</sup> Grade Teacher  
Tyson Brooks, 7<sup>th</sup> Grade Science Teacher  
Kim Mayer, 6<sup>th</sup> Grade Math Teacher  
Tami Wuest, High School Social Studies Teacher

**Source:** Bluffton-Harrison Metropolitan School District

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The review during the 2022-2023 school year for modifications to be applied for the 2023-2024 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent  
Julie Meitzler, Asst. Superintendent  
Schlaura Linderwell, Elementary Principal  
Rick Mettler, Middle School Principal  
Steve Baker, High School Principal  
Gretchen Grau, 4<sup>th</sup> Grade Teacher  
Kim Mayer, 6<sup>th</sup> Grade Math Teacher  
Christine Zadylak, High School Math/Science Teacher

The review during the 2023-2024 school year for modifications to be applied for the 2024-2025 school year were the result of the following committee member's efforts:

Brad Yates, Superintendent  
Julie Meitzler, Asst. Superintendent  
Schlaura Linderwell, Elementary Principal  
Stacy Herrold, Middle School Principal  
Steve Baker, High School Principal  
Megan Weldy, 1<sup>st</sup> Grade Teacher  
Kim Mayer, 6<sup>th</sup> Grade Math Teacher  
Christine Zadylak, High School Math/Science Teacher

The following handbook represents a collaborative effort that ensures the BHMSD Teacher Evaluation and Development plan is in compliance with state law (Senate Enrolled Act 1)- and applies to all teachers, counselors, and librarians of Bluffton-Harrison M.S.D.

### **Guiding Principles**

1. Nothing BHMSD can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. BHMSD is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

### **Legislative Context**

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 6 main requirements:
  - Every certified employee must receive an evaluation annually;

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- Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
  - Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation.
  - Rigorous measures of effectiveness, including observations and other performance indicators.
  - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected.
  - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
- In the spring of 2023, the Indiana legislature passed IC 20-28-11.5-4, an updated amendment relating to the evaluation of all certified teaching staff.
  - After a school corporation has assigned an evaluator to perform a certificated employee's evaluation, the certificated employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certificated employee's evaluation.

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## Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

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**Length of Service:**

**Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.**

**Training for Evaluators:**

All individuals who evaluate certificated employees and support in evaluation skills receive training prior to evaluating any certificated employee.

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**Adopted: January 25, 1977**

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## **Timeline**

### **August – September**

- Teacher and evaluator meet for the Beginning-of-the Year Conference

### **August – December**

- Evaluator makes classroom observations and provides feedback

### **November – February**

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

### **January – May**

- Evaluator continues to make classroom observations and provide feedback

### **May – June**

- Evaluator completes observations and scores Teacher Effectiveness Rubric

### **Upon Collection of Data**

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator completes Summative Evaluation

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## Evaluation Steps

**Step 1 – Beginning-of-Year Conference** – all certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Primary evaluator will write a professional development plan with teachers on an improvement plan near the beginning of the school year.

**Step 2 – Classroom Observations** – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

| Beginning Teacher (less than 2 years of teaching experience)<br>OR<br>Any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within the past 5 years. |                      |                     |                |                 |                  |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------|----------------|-----------------|------------------|------------------------|
| Observation Type                                                                                                                                                            | Length (minutes)     | Frequency           | Pre-Conference | Post-Conference | Written Feedback | Announced              |
| Extended                                                                                                                                                                    | More than 20 minutes | 2/year (1/semester) | Optional       | Yes             | Within 5 days    | Evaluator's discretion |
| Short                                                                                                                                                                       | 10 – 20 minutes      | 1/year              | No             | No              | Within 3 days    | No                     |

| Veteran Teachers (2 or more years of teaching experience) |                      |                     |                |                 |                  |                        |
|-----------------------------------------------------------|----------------------|---------------------|----------------|-----------------|------------------|------------------------|
| Observation Type                                          | Length (minutes)     | Frequency           | Pre-Conference | Post-Conference | Written Feedback | Announced              |
| Extended                                                  | More than 20 minutes | 2/year (1/semester) | Optional       | Optional        | Within 5 days    | Evaluator's discretion |

### Optional Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

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**Step 3 – Mid-Year Conference (by teacher’s request or evaluator’s discretion)**

– This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is optional for any teacher new to BHMSD with less than 2 total years of teaching experience.

Optional Forms

Mid-Year Professional Practice Check-In Form (Form 4)

**Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)**

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers may be asked to provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.
2. **The primary evaluator uses professional judgment to establish a final rating.** In the summative conference, the evaluator should discuss the teacher’s performance on the Teacher Effectiveness Rubric.
3. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

*Scoring Requirement:* 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher’s final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

**Final Teacher Effectiveness Rubric Score, Domains 1-3 Score:** \_\_\_\_\_

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**Step 5: Summative Teacher Evaluation Scoring** – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher’s student learning measures in order to calculate a final rating.

Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

**1. Professional Practice – Assessment of instructional knowledge and skills**

Measure: Indiana Teacher Effectiveness Rubric (TER)

**2. Student Learning – Contribution to student academic progress**

Measure: School-wide Learning Measure (SWL) – IDOE’s A-F Ratings

The School-wide Learning Measure is determined based upon the school’s current grade as defined by the IDOE. If a teacher teaches at more than one building, the school’s score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school’s scores will be averaged. The following scale shall determine the amount of points awarded:

A = 4

B = 3

C = 2

D = 1

F = 0

Negative impact on student learning shall be defined as follows:

- Negative impact on student growth shall be defined where data shows a significant number of students across a teacher’s classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, standardized tests, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

**Source:** Bluffton-Harrison Metropolitan School District

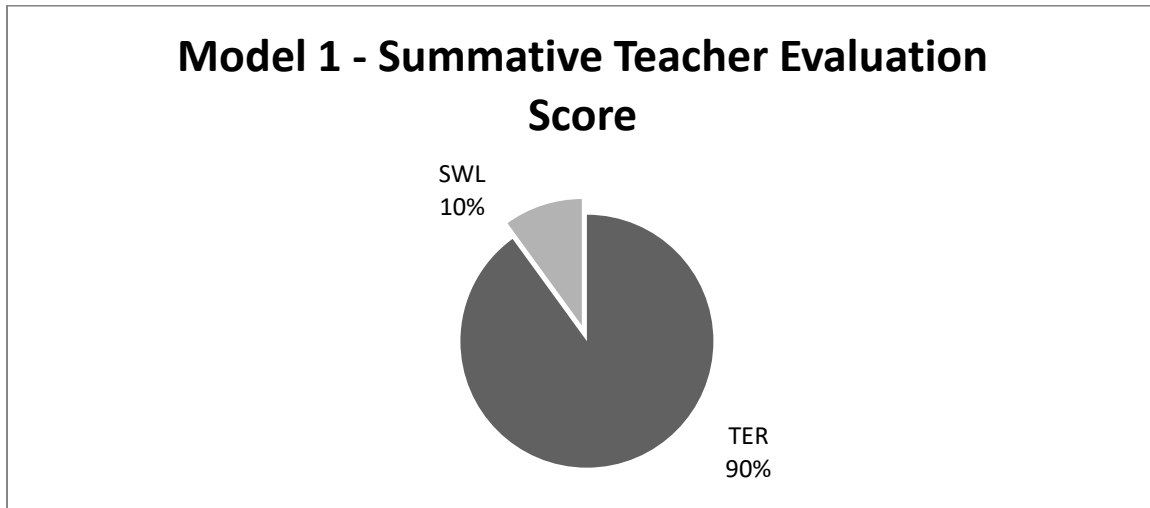
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**Weighting of Measures** – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER) and School-wide Learning Measure (SWL).

All teacher evaluations will be comprised ~~using one~~ of the following: ~~two percentage groups:~~

- I. 90% Teacher Effectiveness Rubric (TER) – Observations  
10% School-wide Learning Measure Data (SWL) – DOE A-F rating by building  
 100% Summative Teacher Evaluation Score



Once the weights are applied appropriately, an evaluator will have a final decimal number.

| Component                    | Raw Score | Weight | Weighted Score |
|------------------------------|-----------|--------|----------------|
| Teacher Effectiveness Rubric |           |        |                |
| School-Wide Learning Measure |           |        |                |
| Sum of the Weighted Scores   |           |        |                |

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\*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

| Ineffective | Improvement<br>Necessary | Effective | Highly<br>Effective |
|-------------|--------------------------|-----------|---------------------|
| 1.0         | → 1.75                   | → 2.5     | → 3.5               |
| Points      | Points                   | Points    | Points              |

Note: Borderline points always round up.

**Step 6: Summative evaluation**– BHMSD provides the final rating for all teachers.

**Teacher Remediation Plan** – If a teacher is in jeopardy of receiving or has received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

The BHMSD Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2021-2022 school year and annually thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the BHMSD Teacher Evaluation Process.

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# **Appendix A**

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** January 25, 1977

**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007  
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## Appendix A

**Appeal** – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

**Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents by letter of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

**IDOE Reports** – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

**Compensation** – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

**Tenure Categories** – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

**Contract Cancellation Grounds (IC 20-28-7.5-1)**

- A. Probationary Teacher
  1. One (1) *ineffective* rating
  2. Two (2) consecutive years of *improvement necessary*
  3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
  4. Any reason considered relevant to the school's interest

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**B. Established/Professional Teacher**

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
  - a. Two (2) consecutive years of *ineffective* ratings; or
  - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: January 25, 1977**

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# **Appendix B – Forms**

**Source:** Bluffton-Harrison Metropolitan School District

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## Form 1

### Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: \_\_\_\_\_ Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date and Period of Scheduled Observation: \_\_\_\_\_

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Is there anything you would like me to know about this class in particular?
4. Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

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## Form 2

### Post-Observation Form - Evaluator

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

School: \_\_\_\_\_ Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas of Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of Information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of Information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

*This section should be written by the teacher and evaluator during the post conference.*

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### Form 3

#### Post-Observation Form - Teacher

School: \_\_\_\_\_

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. How do you think the lesson went? What went well and what didn't go well?
  
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?
  
3. If you were to teach this lesson again, what would you do differently?
  
4. Did the results of this lesson influence or change your planning for future lessons?

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**Form 4****Mid-Year Check-In Form**

School: \_\_\_\_\_

Summative Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Note: Mid-year check-in conferences can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Extended Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Short Observations Prior to Mid-Year Check-in: \_\_\_\_\_

| <b>Domain 1: Planning</b>                                                                       | <b>Mid-Year Assessment of Domain 1</b>                                                                            |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1.1 Utilize Assessment Data to Plan<br>1.2 Create Objective-Driven Lesson Plans and Assessments |                                                                                                                   |
| <b>Mid-Year Rating (Circle One)</b>                                                             | <b>4 – Highly Effective    3 – Effective</b><br><b>2 – Improvement Necessary    1 – Ineffective</b><br><b>N/A</b> |

**Source:** Bluffton-Harrison Metropolitan School District**Adopted:** January 25, 1977

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| <b>Domain 2: Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Mid-Year Assessment of Domain 2</b>                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1.1 Develop Student Understanding and Mastery of Lesson Objectives<br>1.2 Demonstrate and Clearly Communicate Content Knowledge to Students<br>1.3 Engage Students in Academic Content<br>1.4 Check for Understanding<br>1.5 Modify Instruction as Needed<br>1.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work<br>1.7 Maximize Instructional Time<br>1.8 Create Classroom Culture of Respect and Collaboration<br>1.9 Set High Expectations for Academic Success |                                                                                                                   |
| <b>Mid-Year Rating (Circle One)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>4 – Highly Effective    3 – Effective</b><br><b>2 – Improvement Necessary    1 – Ineffective</b><br><b>N/A</b> |

| <b>Domain 3: Planning</b>                                                                                                 | <b>Mid-Year Assessment of Domain 3</b> |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 3.1 Seek Professional Skills and Knowledge<br>3.2 Advocate for Student Success<br>3.3 Engage Families in Student Learning |                                        |
| <b>Mid-Year Rating (Circle One)</b>                                                                                       |                                        |

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| <b>Domain 4: Professionalism</b>                                                | <b>Mid-Year Assessment of Domain 4</b> |                                |
|---------------------------------------------------------------------------------|----------------------------------------|--------------------------------|
| 1. Attendance<br>2. On-Time Arrival<br>3. Policies and Procedures<br>4. Respect |                                        |                                |
| <b>Mid-Year Rating (Circle One)</b>                                             | <b>Meets Standards</b>                 | <b>Does Not Meet Standards</b> |

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** January 25, 1977  
**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007  
 May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,  
 May 17, 2021, May 16, 2022, May 15, 2023, May 13, 2024

**Form 5****Professional Development Plan**

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

| Goal | Achieved? |
|------|-----------|
| 1.   |           |
| 2.   |           |
| 3.   |           |

|                            |   |                            |   |
|----------------------------|---|----------------------------|---|
| <b>Name</b>                |   |                            |   |
| <b>School</b>              |   |                            |   |
| <b>Grade Level(s)</b>      |   | <b>Grade Level(s)</b>      |   |
| <b>Date Developed</b>      |   | <b>Date Developed</b>      |   |
| Primary Evaluator Approval | x | Primary Evaluator Approval | x |

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** January 25, 1977

**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007  
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,  
May 17, 2021, May 16, 2022, May 15, 2023, May 13, 2024

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| <b>Professional Growth Goal #1</b>                                                                                                                                                                                                                            |                                                                                                                              |                                                                                                                                                                                             |          |          |          |                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|---------------------------------------------------------------------------------|
| <b>Overall Goal:</b><br>Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2) | <b>Action Steps and Data:</b><br>Include detailed steps and the data you will use to determine whether each benchmark is met | <b>Benchmarks and Data:</b><br>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. |          |          |          | <b>Evidence of Achievement:</b><br>How do you know that your goal has been met? |
|                                                                                                                                                                                                                                                               | <b>Action Step 1</b>                                                                                                         | __/__/__                                                                                                                                                                                    | __/__/__ | __/__/__ | __/__/__ |                                                                                 |
|                                                                                                                                                                                                                                                               |                                                                                                                              | Data:                                                                                                                                                                                       | Data:    | Data:    | Data:    |                                                                                 |
|                                                                                                                                                                                                                                                               | <b>Action Step 2</b>                                                                                                         | __/__/__                                                                                                                                                                                    | __/__/__ | __/__/__ | __/__/__ |                                                                                 |
|                                                                                                                                                                                                                                                               |                                                                                                                              | Data:                                                                                                                                                                                       | Data:    | Data:    | Data:    |                                                                                 |

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** January 25, 1977

**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007  
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,  
May 17, 2021, May 16, 2022, May 15, 2023, May 13, 2024

| Professional Growth Goal #2                                                                                                                                                                                                                                   |                                                                                                                              |                  |                  |                  |                  |                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|---------------------------------------------------------------------------------|
| <b>Overall Goal:</b><br>Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2) | <b>Action Steps and Data:</b><br>Include detailed steps and the data you will use to determine whether each benchmark is met | ___ / ___ / ____ |                  |                  |                  | <b>Evidence of Achievement:</b><br>How do you know that your goal has been met? |
|                                                                                                                                                                                                                                                               | <b>Action Step 1</b>                                                                                                         | <b>Data:</b>     | ___ / ___ / ____ | ___ / ___ / ____ | ___ / ___ / ____ |                                                                                 |
|                                                                                                                                                                                                                                                               |                                                                                                                              | ___ / ___ / ____ | <b>Data:</b>     | <b>Data:</b>     | <b>Data:</b>     |                                                                                 |
|                                                                                                                                                                                                                                                               | <b>Action Step 2</b>                                                                                                         | <b>Data:</b>     | ___ / ___ / ____ | ___ / ___ / ____ | ___ / ___ / ____ |                                                                                 |
|                                                                                                                                                                                                                                                               |                                                                                                                              | <b>Data:</b>     | <b>Data:</b>     | <b>Data:</b>     | <b>Data:</b>     |                                                                                 |

**Source:** Bluffton-Harrison Metropolitan School District

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|                                                                                                                                                                                                                                                               |                                                                                                                              |              |              |              |              |                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|---------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                               |                                                                                                                              |              |              |              |              |                                                                                 |
| <b>Professional Growth Goal #3</b>                                                                                                                                                                                                                            |                                                                                                                              |              |              |              |              |                                                                                 |
| <b>Overall Goal:</b><br>Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2) | <b>Action Steps and Data:</b><br>Include detailed steps and the data you will use to determine whether each benchmark is met | __/__/____   |              |              |              | <b>Evidence of Achievement:</b><br>How do you know that your goal has been met? |
|                                                                                                                                                                                                                                                               | <b>Action Step 1</b>                                                                                                         | <b>Data:</b> | __/__/____   | __/__/____   | __/__/____   |                                                                                 |
|                                                                                                                                                                                                                                                               |                                                                                                                              | __/__/____   | <b>Data:</b> | <b>Data:</b> | <b>Data:</b> |                                                                                 |
|                                                                                                                                                                                                                                                               | <b>Action Step 2</b>                                                                                                         | <b>Data:</b> | __/__/____   | __/__/____   | __/__/____   |                                                                                 |

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|  |  |  |       |       |       |  |
|--|--|--|-------|-------|-------|--|
|  |  |  |       |       |       |  |
|  |  |  | Data: | Data: | Data: |  |

**Source:** Bluffton-Harrison Metropolitan School District  
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May 17, 2021, May 16, 2022, May 15, 2023, May 13, 2024

**Form 6****Final Summative Rating**

School: \_\_\_\_\_

Summative Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Note: This form may be completed based on information collected and assessed throughout the year. Evaluators may complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Extended Observations: \_\_\_\_\_

Number of Short Observations: \_\_\_\_\_

If the teacher “Meets Standards” in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher “Does Not Meet Standards,” deduct 1 point from the score calculated in the previous step.

**Final Teacher Effectiveness Rubric Score, Domains 1-4:** \_\_\_\_\_**Source:** Bluffton-Harrison Metropolitan School District**Adopted:** January 25, 1977**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007, May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, June 22, 2020, May 17, 2021, May 16, 2022, May 15, 2023

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

**Group 1**

| Measure                      | Rating (1-4) | GROUP 1 Weights | Weighted Rating |
|------------------------------|--------------|-----------------|-----------------|
| Teacher Practice Score       |              | 90%             |                 |
| School-wide Learning Measure |              | 10%             |                 |

Use the following formula to calculate:

1. Rating x % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

| Ineffective   | Improvement Necessary | Effective       | Highly Effective |
|---------------|-----------------------|-----------------|------------------|
| 1.0<br>Points | → 1.75<br>Points      | → 2.5<br>Points | → 3.5<br>Points  |
|               |                       |                 | → 4.0<br>Points  |

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective    ☐ Improvement Necessary    ☐ Effective    ☐ Highly Effective

**Tenure Category:**

**Current School Year**

**Next School Year**

☐ Probationary Teacher  
☐ Established Teacher  
☐ Professional Teacher

☐ Probationary Teacher  
☐ Established Teacher  
☐ Professional Teacher

**Teacher Signature**

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluator Signature**

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **Bluffton-Harrison Metropolitan School District**

## **Teacher Effectiveness Rubric**

**May 2023**

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** January 25, 1977  
**Revised:** February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000,  
October 22, 2007, May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018,  
June 22, 2020, May 17, 2021, May 16, 2022, May 15, 2023



## DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

| Competencies |                                 | Highly Effective (4)                                                                                                                                                                                  | Effective (3)                                                                                                                                                                      | Improvement Necessary (2)                                                                                                     | Ineffective (1)                                                   |
|--------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1.1          | Utilize Assessment Data to Plan | At Level 4, a teacher fulfills the criteria for Level 3 and additionally:<br>-Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding | Teacher uses prior assessment data to formulate:<br>-Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking. | Teacher uses prior assessment data to formulate:<br>-Achievement goals, unit plans, OR lesson plans, but not all of the above | Teacher rarely or never uses prior assessment data when planning. |

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|     |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |
|-----|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2 | <b>Create Objective-Driven Lesson Plans and Assessments</b> | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>-Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction<br>-Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | <b>Based on unit plan, teacher plans daily lessons by:</b><br>-Identifying lesson objectives that are aligned to state content standards<br>-Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives<br>-Designing formative assessments that measure progress towards mastery and inform instruction | <b>Based on unit plan, teacher plans daily lessons by:</b><br>-Identifying lesson objectives that are aligned to state content standards<br>-Matching instructional strategies and activities/assignments to the lesson objectives<br><b>Teacher may <i>not</i>:</b><br>-Design assignments that are meaningful or relevant<br>-Plan formative assessments to measure progress towards mastery or inform instruction | Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |
|-----|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

| Competency                                                                                          | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competency 2.1:</b><br><br><b>Develop student understanding and mastery of lesson objectives</b> | <p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul> | <p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>-Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>-Lesson is well-organized to move students towards mastery of the objective</li> </ul> | <p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>-Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>-Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>-Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>-Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>-Organization of the lesson may not always be connected to mastery of the objective</li> </ul> | <p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</li> <li>-Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important</li> <li>-There may be no effort to connect objective to prior knowledge of students</li> <li>-Lesson is disorganized and does not lead to mastery of objective</li> </ul> |

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers," early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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| Competency                                                               | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competency 2.2:</b>                                                   | Teacher is highly effective at demonstrating and clearly communicating content knowledge to students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teacher is effective at demonstrating and clearly communicating content knowledge to students                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teacher needs improvement at demonstrating and clearly communicating content knowledge to students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Teacher is ineffective at demonstrating and clearly communicating content knowledge to students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b> | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>-Teacher effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest</li> <li>-Explanations spark student excitement and interest in the content</li> <li>-Students participate in each other's learning of content through collaboration during the lesson</li> <li>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>-Content is clear, concise and well-organized</li> <li>-Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>-Teacher emphasizes key points or main ideas in content</li> <li>-Teacher uses developmentally appropriate language and explanations</li> <li>-Teacher implements relevant instructional strategies learned via professional development</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>-Content occasionally lacks clarity and is not as well organized as it could be</li> <li>-Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>-Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>-Explanations sometimes lack developmentally appropriate language</li> <li>-Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>-Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>-Teacher does not emphasize main ideas, and students are often confused about content</li> <li>-Teacher fails to use developmentally appropriate language</li> <li>-Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul> |

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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| Competency                                 | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competency 2.3:</b>                     | Teacher is highly effective at engaging students in academic content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teacher is effective at engaging students in academic content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teacher needs improvement at engaging students in academic content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teacher is ineffective at engaging students in academic content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Engage students in academic content</b> | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>-Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>-Teacher effectively integrates technology as a tool to engage students in academic success</li> </ul> | <ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>-Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>-Ways of engaging with content reflect different learning modalities or intelligences</li> <li>-Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>-ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul> | <ul style="list-style-type: none"> <li>-Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>-Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>-Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>-Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>-ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul> | <ul style="list-style-type: none"> <li>- Few than 1/2 of students are engaged in content and many are off-task</li> <li>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>-Teacher does not differentiate instruction to target different learning modalities</li> <li>-Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>-ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>-Students do not actively listen and are overly disinterested in engaging</li> </ul> |

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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| Competency                                                   | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Competency 2.4:</b><br><br><b>Check for Understanding</b> | <p>Teacher is highly effective at checking for understanding</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>-Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul> | <p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>-Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding</li> <li>-Teachers uses wait time effectively both after posing a question and before helping students think through a response</li> <li>-Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>-Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul> | <p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> <li>-Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>-Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding</li> <li>-Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>-Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>-Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments</li> </ul> | <p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding</li> <li>-Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue</li> <li>-Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>-Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul> |

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
  - a. Checks for Understanding: thumbs up/down, cold-calling
  - b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

**FILE CODE: AFC**

| Competency                                                        | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Competency 2.5:</b><br><br><b>Modify Instruction as Needed</b> | <p>Teacher is highly effective at modifying instruction as needed</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>-Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul> | <p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>-Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>-Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul> | <p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>-Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>-Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul> | <p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>-Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>-Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul> |

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds,” providing visual cues, etc.

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| Competency                                                                         | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Competency 2.6:</b>                                                             | Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teacher is effective at developing a higher level of understanding through rigorous instruction and work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b> | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to all students</li> <li>-Students are able to answer higher-level questions with meaningful responses</li> <li>-Students pose higher-level questions to the teacher and to each other</li> <li>-Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</li> <li>-Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)</li> </ul> | <ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to almost all students</li> <li>-Teacher frequently develops higher-level understanding through effective questioning</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>-Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul> | <ul style="list-style-type: none"> <li>-Lesson is not always accessible or challenging for students</li> <li>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>-Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul> | <ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts</li> <li>-Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding</li> <li>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts</li> <li>-Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul> |

Notes:

- Examples of types of questions that can develop higher-level understanding:
  - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
  - Asking students to explain their reasoning
  - Asking students to explain why they are learning something or to summarize the main idea
  - Asking students to apply a new skill or concept in a different context
  - Posing a question that increases the rigor or the lesson content
  - Prompting students to make connections to previous material or prior knowledge
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
- Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
- The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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| Competency                                                       | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Competency 2.7:</b><br><br><b>Maximize Instructional Time</b> | <p>Teacher is highly effective at maximizing instructional time</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>-Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>-Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>-All students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson</li> </ul> | <p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>-Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>-Class starts on-time</li> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>-Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>-Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson</li> </ul> | <p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> <li>-Some students consistently arrive late (unexcused) for class without consequences</li> <li>-Class may consistently start a few minutes late</li> <li>-Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>-There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>-Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>-Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>-Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem</li> </ul> | <p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>-Teacher may frequently start class late</li> <li>-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>-There are significant periods of time in which students are not engaged in meaningful work</li> <li>-Teacher wastes significant time between parts of the lesson due to classroom management</li> <li>-Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>-Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson</li> </ul> |

**Notes:**

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of the other students.

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| Competency                                                                                 | Highly Effective (4)                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Competency 2.8:</b><br><br><b>Create Classroom Culture of Respect and Collaboration</b> | <p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</p> | <p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <p>-Students are respectful of their teacher and peers</p> <p>-Students are given opportunities to collaborate and support each other in the learning process</p> <p>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</p> <p>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</p> | <p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <p>-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</p> <p>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</p> <p>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</p> | <p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <p>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</p> <p>-Teacher rarely or never praises positive behavior</p> <p>-Teacher rarely or never addresses negative behavior</p> |

Notes:

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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| Competency                                        | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Competency 2.9:</b>                            | Teacher is highly effective at setting high expectations for academic success                                                                                                                                                                                                                                                                                                                                                                                       | Teacher is effective at setting high expectations for academic success                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teacher needs improvement at setting high expectations for academic success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teacher is ineffective at setting high expectations for academic success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Set High Expectations for Academic Success</b> | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Students participate in forming academic goals for themselves and analyzing their progress</li> <li>-Students demonstrate high academic expectations for themselves</li> <li>-Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher sets high expectations for students of all levels</li> <li>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>-The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>-Teacher celebrates and praises academic work</li> <li>-High quality work of all students is displayed in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher may set high expectations for some, but not others</li> <li>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or giveup easily)</li> <li>-Teacher may praise the academic work of some, but not others</li> <li>-High quality work of a few, but not all students, may be displayed in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher rarely or never sets high expectations for students</li> <li>-Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task or refuse to attempt assignments</li> <li>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li> <li>-Teacher rarely or never praises academic work or good behavior</li> <li>-High quality work is rarely or never displayed in the classroom</li> </ul> |

Notes:

1. There are several ways for a teacher to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

## DOMAIN 3: TEACHER LEADERSHIP

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

| Competencies |                                               | Highly Effective (4)                                                                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                                                                                                                                                 | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                             |
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| 3.1          | <b>Seek Professional Skills and Knowledge</b> | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b><br>-Regularly share newly learned knowledge and practices with others<br>-Seek out opportunities to lead professional development sessions<br>-Go above and beyond in seeking out opportunities to collaborate                         | <b>Teacher will:</b><br>-Actively pursue opportunities to improve knowledge and practice<br>-Seek out ways to implement new practices into instruction, where applicable<br>-Welcome constructive feedback to improve practices<br>-Seek out and participate in regular opportunities to work | <b>Teacher will:</b><br>-Attend all mandatory professional development opportunities<br>-Participate in occasional opportunities to work with and learn from others<br><b>Teacher may not:</b><br>-Actively pursue optional professional development opportunities<br>-Seek out ways to implement new practices into instruction<br>-Accept constructive feedback well | Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning. Teacher rarely or never participates in opportunities to work with others. |
| 3.2          | <b>Advocate for Student Success</b>           | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b><br>-Display commitment to the education of all the students in the school<br>-Make changes and take risks to ensure student success                                                                                                    | <b>Teacher will:</b><br>-Display commitment to the education of all his/her students<br>-Attempt to remedy obstacles around student achievement<br>-Advocate for student's individualized needs                                                                                               | <b>Teacher will:</b><br>-Display commitment to the education of all his/her students<br><b>Teacher may not:</b><br>-Advocate for students' needs                                                                                                                                                                                                                       | Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.                                                                                  |
| 3.3          | <b>Engage Families in Student Learning</b>    | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>-Strive to form relationships in which parents are given ample opportunity to participate in student learning<br>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | <b>Teacher will:</b><br>-Proactively reach out to parents in a variety of ways to engage them in student learning<br>-Respond promptly to contact from parents<br>-Engage in all forms of parent outreach required by the school                                                              | <b>Teacher will:</b><br>-Respond to contact from parents<br>-Engage in all forms of parent outreach required by the school<br><b>Teacher may not:</b><br>-Proactively reach out to parents to engage them in student learning                                                                                                                                          | Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.                                                                                                                                                 |

## DOMAIN 4: CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

| Indicator |                                | Does Not Meet Standard                                                                                                                                                                                    | Meets Standard                                                                                                                                                                                                |
|-----------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Attendance</b>              | Individual demonstrates a pattern of unexcused absences                                                                                                                                                   | Individual has not demonstrated a pattern of unexcused absences                                                                                                                                               |
| 2         | <b>On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)     | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 3         | <b>Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)            |
| 4         | <b>Respect</b>                 | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner                                                       | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner                                                                   |

# Bluffton-Harrison Metropolitan School District

## Counselor Effectiveness Rubric

May 2024



**DOMAIN 1: ACADEMIC ACHIEVEMENT** School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

| Indicator |                                                                                                                                           | Highly Effective (4)                                                                                                                                                                                                                                                                    | Effective (3)                                                                                                                                                                                                                                                                                          | Improvement Necessary (2)                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                        |
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| 1.1       | The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. | The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.                                                                                                                                   | The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.                                                                                                                                                                    | The school counselor monitors student achievement but does not utilize the data to enhance student success.                                                                                                                                                                                          | The school counselor does not monitor academic achievement.                                                                                                                                                                                                                                            |
| 1.2       | The school counselor demonstrates knowledge of current trends in student development and academic achievement.                            | The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.                                                        | The school counselor regularly engages in professional development.                                                                                                                                                                                                                                    | The school counselor sporadically engages in professional development.                                                                                                                                                                                                                               | The school counselor does not engage in professional development.                                                                                                                                                                                                                                      |
| 1.3       | The school counselor supports students in making decisions, setting goals and taking appropriate action to achieve goals.                 | The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists students in identifying short-term and long-term goals and in developing appropriate action plans. | The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. | The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. | The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. |
| 1.4       | The school counselor engages students in problem solving, critical thinking, and other activities.                                        | The school counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.                                                                                                               | The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.                                                                                                                                 | The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.                                                                                                                                  | The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.                                                                                                                                   |
| 1.5       | The school counselor utilizes and sequences guidance activities and materials to impact students' academic achievement.                   | Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage students in appropriate decision making. Activities are logically sequenced within individual lessons.                                                       | Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.                                       | Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.                                                                                                 | Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.                                                                                                        |

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| 1.6 | The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options. | The school counselor consistently guides students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

| Indicator |                                                                                                                                                                                                                                                      | Highly Effective (4)                                                                                                                                                                                                                                                                                                                       | Effective (3)                                                                                                                                                                                                                                                                                                                                | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                           | Ineffective (1)                                                                                                                                                                                                                                                                                                                 |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1       | The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.                                                                                            | The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.                                                                                                                    | The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.                                                                                                                                         | The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.                                                                                                                        | The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.                                                                                                                  |
| 2.2       | The school counselor facilitates students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration. | The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. | The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. | The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students. | The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. |
| 2.3       | The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.                                                                                                         | The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.                                                                                                                       | The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.                                                                                                                                | The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.                                                                                                                      | The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.                                                                                                                                                                             |
| 2.4       | The school counselor provides services to students, fostering a clear understanding of diversity, ethnicity, and culture.                                                                                                                            | The school counselor consistently provides services to students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.                                                                                                                                                                                    | The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.                                                                                                                                                                                                                    | The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.                                                                                                                                                    | The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.                                                                                                                                                                                                 |

**DOMAIN 3: CAREER DEVELOPMENT** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

| Indicator |                                                                                                                                                                                                                                                                                          | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1       | The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with state and national standards, encouraging the students' understanding of the relationship between academics, personal qualities, education and training, and the world of work. | The school counselor facilitates age-appropriate career development, aligned with state and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. The school counselor helps students understand the relationship between educational achievement and career success and helps the students identify possible career paths based on the students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. | The school counselor facilitates age-appropriate career development, aligned with state and national standards. Outside resources are occasionally used. The school counselor helps students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. | The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. | The school counselor does not facilitate age-appropriate care. The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. |
| 3.2       | The school counselor supports students in the application of strategies to achieve future success and satisfaction.                                                                                                                                                                      | The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.                                                                                                                                                                                                                                                                                                               | The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.                                                                                                                                                                                                      | The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.                                                                                                                                                                                              | The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.                                                                                                                             |
| 3.3       | The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.                                            | The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.                                                                                                                                                                                                                                                                                                                        | The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.                                                                                                                                                                                                         | The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.                                                                                                                                                                                                    | The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.                                                                                                                                                |

**DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE** School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

| Indicator |                                                                                                                                                                                                 | Highly Effective (4)                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                        | Improvement Necessary (2)                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1       | The school counselor establishes professional goals and pursues opportunities to grow professionally.                                                                                           | The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.                                                                         | Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.                                                                            | Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.                 | Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.                                               |
| 4.2       | The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.                                                            | The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.                            | The school counselor provides consistent and effective leadership in the school counseling program and the school.                                                                                                                                                   | The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.                                                                              | The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.                                                                                           |
| 4.3       | The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.                              | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.                                                                                                | The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.                                                                        | The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.                                                                                                        |
| 4.4       | The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs. | The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.      | The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. | The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. | The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. |
| 4.5       | The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).                                   | The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.            | The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.                                                                  | The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.                                           | The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. |

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|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.6 | <p>The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.</p> | <p>The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.</p> | <p>The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.</p> | <p>The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.</p> | <p>The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.</p> |
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**DOMAIN 5: CORE PROFESSIONALISM RUBRIC**

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

| <b>Indicator</b> |                                | <b>Does Not Meet Standard</b>                                                                                                                                                                             | <b>Meets Standard</b>                                                                                                                                                                                         |
|------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>         | <b>Attendance</b>              | Individual demonstrates a pattern of unexcused absences                                                                                                                                                   | Individual has not demonstrated a pattern of unexcused absences                                                                                                                                               |
| <b>2</b>         | <b>On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)     | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| <b>3</b>         | <b>Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)            |
| <b>4</b>         | <b>Respect</b>                 | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner                                                       | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner                                                                   |

# Bluffton-Harrison Metropolitan School District

## School Librarian Effectiveness Rubric

May 2024



## DOMAIN 1: PURPOSEFUL PLANNING

Librarians use Indiana and national standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

\* NOTE: The Librarian prepares lessons for students but these are done within the context of other classes (BHS) or as a “special” (BES) and may only provide a short amount of time each week.

| Competencies |                                                      | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                   | Ineffective (1)                                                                                                                                                                           |
|--------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1          | Utilize Assessment Data to Plan                      | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</b><br>-Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding.                                                                                                                                             | <b>Librarian uses prior assessment data to formulate:</b><br>-Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking.                                                                                                                                                                  | <b>Librarian uses prior assessment data to formulate:</b><br>-Achievement goals, unit plans, OR lesson plans, but not all of the above.                                                                                                                                                                                                                                                                     | Librarian rarely or never uses prior assessment data when planning.                                                                                                                       |
| 1.2          | Create Objective-Driven Lesson Plans and Assessments | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</b><br>-Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.<br>-Incorporates a variety of informal assessments/checks for understanding and uses all assessments to directly inform instruction. | <b>Based on unit plan, librarian plans lessons by:</b><br>-Identifying lesson objectives that are aligned to content standards.<br>-Matching instructional strategies as well as meaningful and relevant activities/ assignments to the lesson objectives.<br>-Designing formative assessments that measure progress towards mastery and inform instruction. | <b>Based on unit plan, librarian plans lessons by:</b><br>-Identifying lesson objectives that are aligned to content standards.<br>-Matching instructional strategies and activities / assignments to the lesson objectives.<br><b>Librarian may not:</b><br>-Design assignments that are meaningful or relevant.<br>-Plan formative assessments to measure progress towards mastery or inform instruction. | Librarian rarely or never plans lessons OR lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |

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| <b>Competencies</b> |                                                                                                                                           | <b>Highly Effective (4)</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                       | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Ineffective (1)</b>                                                                                                                                                                                                  |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.3</b>          | <b>Establish, Evaluate, and Maintain Library Policies &amp; Procedures Including Library Staff Supervision (Aide and Student Interns)</b> | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Nurtures and rewards independence of library staff and encourages their contributions to the library.</li> <li>- Actively participates in the larger library community and incorporates current trends and models whenever applicable.</li> </ul>                             | <b>Librarian will:</b> <ul style="list-style-type: none"> <li>- Develop, maintain, and evaluate staff training.</li> <li>- Develop, maintain, and evaluate policies and procedures in accordance with accepted professional standards.</li> <li>- Seek to make the library an integral part of an effective school environment.</li> </ul> | <b>Librarian will:</b> <ul style="list-style-type: none"> <li>- Instruct staff in library operations.</li> <li>- Develop policies and procedures for effective operation of library.</li> </ul> <b>Librarian may not:</b> <ul style="list-style-type: none"> <li>- Assess the effectiveness of staff operations and policy effectiveness.</li> <li>- The impact of the library on the school environment is only minimally effective.</li> </ul> | Librarian rarely or never provides library staff with effective training in library operations. Policies and procedures are unclear or nonexistent. Lack of focus and professionalism is evident to students and staff. |
| <b>1.4</b>          | <b>Demonstrate Knowledge of Literature and Current Trends in Library Practice and Information Technology</b>                              | <b>At Level 4, a librarian fulfills the criteria of Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Utilizes a thorough knowledge of literature and professional practices to maintain an efficient and effective facility.</li> <li>- Takes every opportunity to promote the library and its resources within the BHS community and a wider community where desirable.</li> </ul> | <b>Librarian will:</b> <ul style="list-style-type: none"> <li>- Demonstrate a thorough knowledge of literature and of current trends in practice and information technology.</li> <li>- Share knowledge with students and staff on occasion.</li> </ul>                                                                                    | <b>Librarian will:</b> <ul style="list-style-type: none"> <li>- Have some knowledge of literature, library trends, and new technologies.</li> </ul> <b>Librarian may not:</b> <ul style="list-style-type: none"> <li>- Strive to increase this knowledge by every means possible.</li> <li>- Share what knowledge they have with students and staff.</li> </ul>                                                                                  | Librarian rarely or never demonstrates knowledge of current literature appropriate to the age of students or current trends in information technology and library practices                                             |
| <b>1.5</b>          | <b>Establish a Culture for Investigation and Love of Literature and Reading</b>                                                           | <b>At Level 4, a librarian fulfills the criteria of level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Creates a pleasant, nurturing environment for students and staff and encourages their use.</li> <li>- Encourages student and staff input in improving both the facility and the resources and works to implement their suggestions whenever feasible.</li> </ul>               | <b>Librarian will:</b> <ul style="list-style-type: none"> <li>- Interact with students and staff on a regular basis to promote library resources.</li> <li>- Actively shares information with students seeking research materials and lead them to construct their own inquiry process.</li> </ul>                                         | <b>Librarian will:</b> <ul style="list-style-type: none"> <li>- Promote reading and literature occasionally.</li> <li>- Assist students in selection of materials when asked.</li> </ul> <b>Librarian may not:</b> <ul style="list-style-type: none"> <li>- Seek every opportunity to bring new resources to all students and staff.</li> <li>- Encourage the use of the library by all students and staff.</li> </ul>                           | Librarian rarely or never imparts the concept that reading is a valuable tool worth the time and energy required or that the Library is a safe, nurturing environment for research and/or the enjoyment of reading.     |

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| <b>1.6</b> | <b>Prepares &amp; submits reports &amp; manages budget</b> | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</b><br>-Strives to anticipate student/teacher needs for materials.<br>-suggests improvements to budgets and procedures<br>-incorporates innovative technology when appropriate. | <b>Librarian will:</b><br>-Includes student/teacher requests for materials (if appropriate).<br>-efficiently manage budgets and purchase orders.<br>-always follow established procedures.<br>-submit reports and inventories promptly. | <b>Librarian will:</b><br>-sometimes include student & teacher requests for materials (if appropriate).<br>- usually manage budgets and purchase orders.<br><b>Librarian may <i>not</i>:</b><br>-always follow established procedures.<br>-submit reports and inventories promptly. | Librarian ignores student/teacher requests for materials (if appropriate), poorly manages budgets and purchase orders, does not follow established procedures, inventories and reports are routinely late. |
|------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## DOMAIN 2: EFFECTIVE INSTRUCTION

Librarians facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

| Competencies |                                                                       | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1          | <b>Develop student understanding and mastery of lesson objectives</b> | Librarian is highly effective at developing student understanding and mastery of lesson objectives.                                                                                                                                                                                                                                                                                                                                                                    | Librarian is effective at developing student understanding and mastery of lesson objectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Librarian needs improvement at developing student understanding and mastery of lesson objectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Librarian is ineffective at developing student understanding and mastery of lesson objectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|              |                                                                       | <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective.</li> <li>-Librarian effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</li> </ul> | <ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</li> <li>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms.</li> <li>-Importance of the objective is explained so that students understand why they are learning what they are learning.</li> <li>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</li> <li>-Lesson is well-organized to move students towards mastery of the objective.</li> </ul> | <ul style="list-style-type: none"> <li>-Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable.</li> <li>-Objective is stated, but not in a student-friendly manner that leads to understanding.</li> <li>-Librarian attempts explanation of importance of objective, but students fail to understand.</li> <li>-Lesson generally does not build on prior knowledge of students or students fail to make this connection.</li> <li>-Organization of the lesson may not always be connected to mastery of the objective.</li> </ul> | <ul style="list-style-type: none"> <li>-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>-There may not be a clear connection between the objective and lesson, or librarian may fail to make this connection for students.</li> <li>-Librarian may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</li> <li>-There may be no effort to connect objective to prior knowledge of students.</li> <li>-Lesson is disorganized and does not lead to mastery of objective.</li> </ul> |

Notes:

- One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
- In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers," early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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| <b>Competencies</b> |                                                                          | <b>Highly Effective (4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Ineffective (1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.2</b>          | <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b> | Librarian is highly effective at demonstrating and clearly communicating content knowledge to students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Librarian is effective at demonstrating and clearly communicating content knowledge to students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Librarian needs improvement at demonstrating and clearly communicating content knowledge to students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Librarian is ineffective at demonstrating and clearly communicating content knowledge to students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                     |                                                                          | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</li> <li>-Librarian effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest.</li> <li>-Explanations spark student excitement and interest in the content.</li> <li>-Students participate in each other's learning of content through collaboration during the lesson.</li> <li>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian demonstrates content knowledge and delivers content that is factually correct.</li> <li>-Content is clear, concise and well-organized.</li> <li>-Librarian restates and rephrases instruction in multiple ways to increase understanding.</li> <li>-Librarian emphasizes key points or main ideas in content.</li> <li>-Librarian uses developmentally appropriate language and explanations.</li> <li>-Librarian implements relevant instructional strategies learned via professional development.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian delivers content that is factually correct.</li> <li>-Content occasionally lacks clarity and is not as well organized as it could be.</li> <li>-Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding.</li> <li>-Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways.</li> <li>-Explanations sometimes lack developmentally appropriate language.</li> <li>-Librarian does not always implement new and improved instructional strategies learned via professional development.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian may deliver content that is factually incorrect.</li> <li>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</li> <li>-Librarian continues with planned instruction, even when it is obvious that students are not understanding content.</li> <li>-Librarian does not emphasize main ideas, and students are often confused about content.</li> <li>-Librarian fails to use developmentally appropriate language.</li> <li>-Librarian does not implement new and improved instructional strategies learned via professional development.</li> </ul> |

Notes:

- Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
- If the librarian presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the librarian should be scored a Level 1 for this competency.
- Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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| <b>Competencies</b> |                                            | <b>Highly Effective (4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Ineffective (1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>2.3</b>          | <b>Engage students in academic content</b> | Librarian is highly effective at engaging students in academic content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Librarian is effective at engaging students in academic content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Librarian needs improvement at engaging students in academic content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Librarian is ineffective at engaging students in academic content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                     |                                            | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Librarian provides ways to engage with content that significantly promotes student mastery of the objective.</li> <li>-Librarian provides differentiated ways of engaging with content specific to individual student needs.</li> <li>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.</li> <li>-Librarian effectively integrates technology as a tool to engage students in academic success.</li> </ul> | <ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task.</li> <li>-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</li> <li>-Ways of engaging with content reflect different learning modalities or intelligences.</li> <li>-Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</li> <li>-ELL and IEP students have the appropriate accommodations to be engaged in content.</li> <li>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement).</li> </ul> | <ul style="list-style-type: none"> <li>-Fewer than 3/4 of students are engaged in content and many are off-task.</li> <li>-Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content.</li> <li>-Librarian may miss opportunities to provide ways of differentiating content for student engagement.</li> <li>-Some students may not have the prerequisite skills necessary to fully engage in content and librarian's attempt to modify instruction for these students is limited or not always effective.</li> <li>-ELL and IEP students are sometimes given appropriate accommodations to be engaged in content.</li> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.</li> </ul> | <ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task.</li> <li>-Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.</li> <li>-Librarian does not differentiate instruction to target different learning modalities.</li> <li>-Most students do not have the prerequisite skills necessary to fully engage in content and librarian makes no effort to adjust instruction for these students.</li> <li>-ELL and IEP students are not provided with the necessary accommodations to engage in content.</li> <li>-Students do not actively listen and are overly disinterested in engaging.</li> </ul> |

**Notes:**

- The most important indicator of success here is that students are actively engaged in the content. For a librarian to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
- Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.
- Librarians may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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| <b>Competencies</b> |                                | <b>Highly Effective (4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Ineffective (1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>2.4</b>          | <b>Check for Understanding</b> | Librarian is highly effective at checking for understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Librarian is effective at checking for understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Librarian needs improvement at checking for understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Librarian is ineffective at checking for understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                     |                                | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof).</li> <li>-Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).</li> <li>-Librarian uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding.</li> <li>-Librarian uses wait time effectively both after posing a question and before helping students think through a response.</li> <li>-Librarian doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students.</li> <li>-Librarian systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples).</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian sometimes checks for understanding of content, but misses several key moments.</li> <li>-Librarian may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding.</li> <li>-Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</li> <li>-Librarian sometimes allows students to “opt-out” of checks for understanding without cycling back to these students.</li> <li>-Librarian may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian rarely or never checks for understanding of content, or misses nearly all key moments.</li> <li>-Librarian does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding.</li> <li>-Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue.</li> <li>-Librarian frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students.</li> <li>-Librarian rarely or never assesses for mastery at the end of the lesson.</li> </ul> |

Notes:

3. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
4. Examples of how the librarian may assess student understanding and mastery of objectives:
  - a. Checks for Understanding: thumbs up/down, cold-calling
  - b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

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| Competencies |                                     | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                        | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.5          | <b>Modify Instruction as Needed</b> | Librarian is highly effective at modifying instruction as needed.                                                                                                                                                                                                                                                                                                                                           | Librarian is effective at modifying instruction as needed.                                                                                                                                                                                                                                                                                                                                                                           | Librarian needs improvement at modifying instruction as needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Librarian is ineffective at modifying instruction as needed.                                                                                                                                                                                                                                                                                                                                                                                                          |
|              |                                     | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Librarian anticipates student misunderstandings and preemptively addresses them.</li> <li>-Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.</li> <li>-Librarian responds to misunderstandings with effective scaffolding techniques.</li> <li>-Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.</li> <li>-Librarian may primarily respond to misunderstandings by using librarian-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.</li> <li>-Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students.</li> <li>-Librarian only responds to misunderstandings by using librarian-driven scaffolding techniques.</li> <li>-Librarian repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding.</li> </ul> |

Notes:

- In order to be effective at this competency, a librarian must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
- A librarian can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds,” providing visual cues, etc.

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| <b>Competencies</b> |                                                                                    | <b>Highly Effective (4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Ineffective (1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>2.6</b>          | <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b> | Librarian is highly effective at developing a higher level of understanding through rigorous instruction and work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Librarian is effective at developing a higher level of understanding through rigorous instruction and work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Librarian needs improvement at developing a higher level of understanding through rigorous instruction and work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Librarian is ineffective at developing a higher level of understanding through rigorous instruction and work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                     |                                                                                    | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to all students.</li> <li>-Students are able to answer higher-level questions with meaningful responses.</li> <li>-Students pose higher-level questions to the librarian and to each other.</li> <li>-Librarian highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</li> <li>-Librarian encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).</li> </ul> | <ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to almost all students.</li> <li>-Librarian frequently develops higher-level understanding through effective questioning.</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</li> <li>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning.</li> <li>-Librarian shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</li> </ul> | <ul style="list-style-type: none"> <li>-Lesson is not always accessible or challenging for students.</li> <li>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing).</li> <li>-Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding.</li> <li>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more librarian-directed than appropriate.</li> <li>-Librarian may encourage students to work hard, but may not persist in efforts to have students keep trying.</li> </ul> | <ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy).</li> <li>-Librarian may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>-Lesson rarely pushes any students forward. Librarian does not differentiate instruction based on students' level of understanding.</li> <li>-Lesson is almost always librarian directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>-Librarian gives up on students easily and does not encourage them to persist through difficult tasks.</li> </ul> |

**Notes:**

5. Examples of types of questions that can develop higher-level understanding:
  - a. Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
  - b. Asking students to explain their reasoning
  - c. Asking students to explain why they are learning something or to summarize the main idea
  - d. Asking students to apply a new skill or concept in a different context
  - e. Posing a question that increases the rigor or the lesson content
  - f. Prompting students to make connections to previous material or prior knowledge.
6. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
7. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
8. The frequency with which a librarian should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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| Competencies |                                    | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 2.7          | <b>Maximize Instructional Time</b> | Librarian is highly effective at maximizing instructional time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Librarian is effective at maximizing instructional time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Librarian needs improvement at maximizing instructional time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Librarian is ineffective at maximizing instructional time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|              |                                    | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the librarian.</li> <li>-Students are always engaged in meaningful work while waiting for the librarian (for example, during attendance).</li> <li>-Students share responsibility for operations and routines and work well together to accomplish these tasks.</li> <li>-All students are on-task and follow instructions of librarian without much prompting.</li> <li>-Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>-Class starts on-time.</li> <li>-Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the librarian.</li> <li>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance).</li> <li>-Librarian delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective.</li> <li>-Almost all students are on-task and follow instructions of librarian without much prompting.</li> <li>-Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>-Class may consistently start a few minutes late.</li> <li>-Routines, transitions, and procedures are in place, but require significant librarian direction or prompting to be followed.</li> <li>-There is more than a brief period of time when students are left without meaningful work to keep them engaged.</li> <li>-Librarian may delegate lesson time inappropriately between parts of the lesson.</li> <li>-Significant prompting from the librarian is necessary for students to follow instructions and remain on-task.</li> <li>-Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and librarian may have to stop the lesson frequently to address the problem.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian may frequently start class late.</li> <li>-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the librarian at all times.</li> <li>-There are significant periods of time in which students are not engaged in meaningful work.</li> <li>-Librarian wastes significant time between parts of the lesson due to classroom management.</li> <li>-Even with significant prompting, students frequently do not follow directions and are off-task.</li> <li>-Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson.</li> </ul> |

Notes:

3. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
4. It should be understood that a librarian can have disruptive students no matter how effective he/she may be. However, an effective librarian should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of the other students.

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| <b>Competencies</b> |                                                              | <b>Highly Effective (4)</b>                                                                                                                                                                                                                   | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Ineffective (1)</b>                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>2.8</b>          | <b>Create Classroom Culture of Respect and Collaboration</b> | Librarian is highly effective at creating a classroom culture of respect and collaboration.                                                                                                                                                   | Librarian is effective at creating a classroom culture of respect and collaboration.                                                                                                                                                                                                                                                                                                                                   | Librarian needs improvement at creating a classroom culture of respect and collaboration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Librarian is ineffective at creating a classroom culture of respect and collaboration.                                                                                                                                                                                                                                                                                                                           |
|                     |                                                              | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</p> | <p>-Students are respectful of their librarian and peers.</p> <p>-Students are given opportunities to collaborate and support each other in the learning process.</p> <p>-Librarian reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>-Librarian has a good rapport with students, and shows genuine interest in their thoughts and opinions.</p> | <p>-Students are generally respectful of their librarian and peers, but may occasionally act out or need to be reminded of classroom norms.</p> <p>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the librarian to work together.</p> <p>-Librarian may praise positive behavior OR enforce consequences for negative behavior, but not both.</p> <p>-Librarian may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p> | <p>- Students are frequently disrespectful of librarian or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>-Students are not given many opportunities to collaborate OR during these times do not work well together even with librarian intervention.</p> <p>-Librarian rarely or never praises positive behavior.</p> <p>-Librarian rarely or never addresses negative behavior.</p> |

Notes:

3. If there are one or more instances of disrespect by the librarian toward students, the librarian should be scored a Level 1 for this standard.
4. Elementary school librarians more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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| <b>Competencies</b> |                                                   | <b>Highly Effective (4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Effective (3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Improvement Necessary (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Ineffective (1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.9</b>          | <b>Set High Expectations for Academic Success</b> | Librarian is highly effective at setting high expectations for academic success.                                                                                                                                                                                                                                                                                                                                                                                       | Librarian is effective at setting high expectations for academic success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Librarian needs improvement at setting high expectations for academic success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Librarian is ineffective at setting high expectations for academic success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                     |                                                   | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Students participate in forming academic goals for themselves and analyzing their progress.</li> <li>-Students demonstrate high academic expectations for themselves.</li> <li>-Student comments and actions demonstrate that they are excited about their work and understand why it is important.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian sets high expectations for students of all levels.</li> <li>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work.</li> <li>-The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).</li> <li>-Librarian celebrates and praises academic work.</li> <li>-High quality work of all students is displayed in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>-Librarian may set high expectations for some, but not others.</li> <li>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</li> <li>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily).</li> <li>-Librarian may praise the academic work of some, but not others.</li> <li>-High quality work of a few, but not all students, may be displayed in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian rarely or never sets high expectations for students.</li> <li>-Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task or refuse to attempt assignments.</li> <li>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the librarian or peers.</li> <li>-Librarian rarely or never praises academic work or good behavior.</li> <li>-High quality work is rarely or never displayed in the classroom.</li> </ul> |

Notes:

- There are several ways for a librarian to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

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| Competencies |                                                                                                                                    | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                 | Improvement Necessary (2)                                                                                                                                                                                                                         | Ineffective (1)                                                                                                                                                                                                                                                                                                                              |
|--------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.10         | <b>Collaborate with Teachers in the Design of Instructional Units and Lessons; Provide Resources to Support All Areas of Study</b> | Librarian is highly effective at collaborating with teachers and acquiring appropriate resources.                                                                                                                                                                                                                                                                            | Librarian is effective at collaborating with teacher and acquiring appropriate resources.                                                                                                                                     | Librarian needs improvement at collaborating with teachers and acquiring appropriate resources.                                                                                                                                                   | Librarian is ineffective at collaborating with teachers and acquiring appropriate resources.                                                                                                                                                                                                                                                 |
|              |                                                                                                                                    | <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Needed resources are procured from outside sources when budget does not allow addition to the library.</li> <li>- Resources which may be of value are brought to teachers' attention on a regular basis.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian initiates collaboration with teachers on lessons and resources.</li> <li>- Input is sought from teachers as to the subject and format of resources to be added.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian provides input on available resources when approached by a classroom teacher.</li> <li>- Resources are acquired based only on librarian's assessment of need without teacher input.</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian rarely or never collaborates with classroom teachers in design of instructional units.</li> <li>-No effort is made to become familiar with the curriculum of different departments to better gauge resources needed and areas where the library could support that curriculum.</li> </ul> |
| 2.11         | <b>Engage Students in the Enjoyment of Literature and in Learning Multiple Literacy Skills</b>                                     | Students are <i>highly</i> engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.                                                                                                                                                                                      | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.                                                     | Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.                                                         | Students are <i>not</i> engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.                                                                                                                                                        |

## DOMAIN 3: SCHOOL LIBRARIAN LEADERSHIP

School librarians develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

| Competencies |                                               | Highly Effective (4)                                                                                                                                                                                                                                                                                                            | Effective (3)                                                                                                                                                                                                                                                                                                                  | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                      | Ineffective (1)                                                                                                                                                                                                                                                    |
|--------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1          | <b>Seek Professional Skills and Knowledge</b> | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally may:</b><br>-Regularly share newly learned knowledge and practices with others.<br>-Seek out opportunities to lead professional development sessions.<br>-Go above and beyond in seeking out opportunities to collaborate.                        | <b>Librarian will:</b><br>-Actively pursue opportunities to improve knowledge and practice.<br>-Seek out ways to implement new practices into instruction, where applicable.<br>-Welcome constructive feedback to improve practices.<br>-Seek out and participate in regular opportunities to work with and learn from others. | <b>Librarian will:</b><br>-Attend all mandatory professional development opportunities.<br>-Participate in occasional opportunities to work with and learn from others.<br><b>Librarian may not:</b><br>-Actively pursue optional professional development opportunities.<br>-Seek out ways to implement new practices into instruction<br>-Accept constructive feedback well. | <b>Librarian</b><br>-rarely or never attends professional development opportunities.<br>- shows little or no interest in new ideas, programs, or classes to improve teaching and learning.<br>- rarely or never participates in opportunities to work with others. |
| 3.2          | <b>Advocate for Student Success</b>           | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally may:</b><br>-Display commitment to the education of all the students in the school.<br>-Make changes and take risks to ensure student success.                                                                                                    | <b>Librarian will:</b><br>-Display commitment to the education of all his/her students.<br>-Attempt to remedy obstacles around student achievement.<br>-Advocate for student's individualized needs.                                                                                                                           | <b>Librarian will:</b><br>-Display commitment to the education of all his/her students.<br><b>Librarian may not:</b><br>-Advocate for students' needs.                                                                                                                                                                                                                         | <b>Librarian</b><br>-rarely or never displays commitment to the education of his/her students.<br>-accepts failure as par for the course and does not advocate for students' needs.                                                                                |
| 3.3          | <b>Engage Families in Student Learning</b>    | <b>At Level 4, a librarian fulfills the criteria for Level 3 and additionally:</b><br>-Strive to form relationships in which parents are given ample opportunity to participate in student learning.<br>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. | <b>Librarian will:</b><br>-Proactively reach out to parents in a variety of ways to engage them in student learning.<br>-Respond promptly to contact from parents.<br>-Engage in all forms of parent outreach required by the school.                                                                                          | <b>Librarian will:</b><br>-Respond to contact from parents.<br>-Engage in all forms of parent outreach required by the school.<br><b>Librarian may not:</b><br>-Proactively reach out to parents to engage them in student learning.                                                                                                                                           | <b>Librarian</b><br>-rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.                                                                                                                                           |

## CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Librarians are expected to meet these standards. If they do not, it will affect their overall rating negatively.

| Indicator |                                | Does Not Meet Standard                                                                                                                                                                                      | Meets Standard                                                                                                                                                                                                 |
|-----------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Attendance</b>              | Individual demonstrates a pattern of unexcused absences.                                                                                                                                                    | Individual has not demonstrated a pattern of unexcused absences.                                                                                                                                               |
| 2         | <b>On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).      | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). |
| 3         | <b>Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).            |
| 4         | <b>Respect</b>                 | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.                                                        | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.                                                                   |

# Bluffton-Harrison Metropolitan School District

## Speech Effectiveness Rubric

May 2024



## FILE CODE: AFC

BHMSD Speech Rubric - Domains 1-3 100% of Evaluation

\*This rubric can be utilized for the SLP and the SLPA for domain 2. The SLPA does not do goal writing, conferencing, or evaluations.

### Domain 1: Purposeful Planning

#### 1.1 Utilize Assessment Data to Plan (Planning for initial or reevaluation of students)

| Highly Effective                                                                                                                                    | Effective                                                                                                 | Improvement Necessary                                                                                                                                        | Ineffective                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| The SLP collects and utilizes school-wide assessment data with a test battery and data collection system unique to the individual student.          | The SLP varies the test battery and data collection methods to address the needs of the referred student. | The SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student.                                     | The SLP uses the same test battery and the same data collection methods for all types of referred students.                             |
| Consistently and effectively using an appropriate-communication and/or language assessments that are specific to the needs of the individual child. | Consistently uses appropriate communication and/or language assessments.                                  | Inconsistently uses appropriate assessments to complete a comprehensive assessment.                                                                          | The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question. |
| Is an integral part of the referral group or team and assists with collecting data with school wide bench marking-curriculum, etc.                  | Participates in collecting data as needed for student evaluations.                                        | Does not participate consistently in the referral group or team, and does not participate in collecting data with school wide bench marking-curriculum, etc. | Does not utilize referral group or team or have an awareness of school-based information, available data.                               |

**1.2 Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of the student)**

| Highly Effective                                                                                                                                                                                    | Effective                                                                                                                                                      | Improvement Necessary                                                                                                                                                           | Ineffective                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally:<br>-Plans ambitious, but achievable annual goals that support classroom curriculum and enhance classroom performance | SLP develops annual students goals that are:<br>-Measurable<br>-Aligned to Developmental/State Standards<br>-Identified student needs based on assessment data | SLP develops annual student goals that are:<br>-Measurable<br><br>But may not align to:<br>-Developmental/State Standards<br>-Identified student needs based on assessment data | SLP rarely or never develops annual goals for students OR goals are developed, but are extremely general and not helpful for planning purposes. |

**1.3 Create Objective Driven Lesson Plans and Assessments**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                              | Effective                                                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ineffective                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>At level 4, an SLP fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction</li> </ul> | <p>Based on student goals, SLP plans daily lessons by:</p> <ul style="list-style-type: none"> <li>-Identifying lesson objectives that are aligned to IEP annual goals</li> <li>-Matching instructional strategies and activities/assignments to the lesson objectives</li> <li>-Designing formative assessments that measure progress toward mastery and informed instruction</li> </ul> | <p>Based on student goals, SLP plans daily lessons by:</p> <ul style="list-style-type: none"> <li>-Identifying lesson objectives that are aligned to IEP annual goals</li> <li>-Matching instructional strategies and activities/assignments to the lesson objectives</li> </ul> <p>SLP may not:</p> <ul style="list-style-type: none"> <li>-Design assignments that are meaningful or relevant</li> <li>-Plan formative assessments to measure progress toward mastery or inform instruction</li> </ul> | <p>SLP rarely or never plans daily lesson plans OR daily lessons lack meaningful objectives, instructional strategies, or assignment.</p> |

**1.4 Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                       | Effective                                                                                                                                                                                                                                                                                                                                                   | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                           | Ineffective                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>At level 4, a SLP fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>-Updates tracking system daily</li> <li>-Uses data analysis of student progress to drive lesson planning for the following session</li> <li>-Periodically checks for generalization of speech and language skills/goals</li> </ul> | <p>SLP uses an effective data tracking system for:</p> <ul style="list-style-type: none"> <li>-Recording student assessment/progress data</li> <li>-Analyzing student progress towards mastery and planning future lessons/objectives accordingly</li> <li>-Maintaining a system of reporting progress that is aligned to student learning goals</li> </ul> | <p>SLP uses an effective data tracking system for:</p> <ul style="list-style-type: none"> <li>-Recording student assessment/progress data</li> </ul> <p>SLP may not:</p> <ul style="list-style-type: none"> <li>-Use data to analyze student progress towards mastery or to plan future lessons/units</li> </ul> <p>Have system of reporting progress that aligns to student learning goals</p> | <p>SLP rarely or never uses a data tracking system to record student assessment/progress data.</p> |

**Domain 2: Effective Instruction****2.1 Develop student understanding and mastery of lesson objectives (student understands what they are working on and why it is important)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                     | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-SLP effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection.</li> </ul> | <p>Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>Objective is written in a student-friendly manner and/or explained to students in easy to understand terms.</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning.</p> <p>Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>Lesson is well-organized to move student towards mastery of the objective.</p> | <p>Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable.</p> <p>Objective is stated, but not in a student friendly manner that leads to understanding.</p> <p>SLP attempts explanation of importance of objective, but students fail to understand.</p> <p>Lesson generally does not build on prior knowledge of students or students fail to make this connection.</p> <p>Organization of the lesson may not always be connected to mastery of the objective.</p> | <p>Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</p> <p>There may not be a clear connection between the objectives and lesson, or SLP may fail to make this connection for students.</p> <p>SLP may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</p> <p>There may be no effort to connect objective to prior knowledge of students.</p> <p>Lesson is disorganized and does not lead to mastery of objective.</p> |

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### 2.2 Demonstrate and clearly communicate content knowledge to the student (SLP communicates knowledge of session content to students)

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- SLP fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- SLP effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each other's learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul> | <p>SLP demonstrates content knowledge and delivers content that is factually correct.</p> <p>Content is clear, concise and well-organized.</p> <p>SLP restates and rephrases instruction in multiple ways to increase understanding.</p> <p>SLP emphasizes key points or main ideas in content.</p> <p>SLP uses developmentally appropriate language and explanations.</p> <p>SLP implements relevant instructional strategies learned via professional development.</p> | <p>SLP delivers content that is factually correct. SLP may deliver content that is factually incorrect.</p> <p>Content occasionally lacks clarity and is not as well-organized as it could be.</p> <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>SLP may fail to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>SLP does not adequately emphasize main ideas, and students are sometimes confused about key takeaways.</p> <p>Explanations sometimes lack developmentally appropriate language.</p> <p>SLP does not always implement new and improved instructional strategies learned via professional development.</p> | <p>SLP may deliver content that is factually incorrect.</p> <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>SLP continues with planned instruction, even when it is obvious that students are not understanding content.</p> <p>SLP does not emphasize main ideas, and students are often confused about content.</p> <p>SLP fails to use developmentally appropriate language.</p> |

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**2.3 Engage students in academic content (students engaged during speech/lang. sessions)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-SLP provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- SLP provides differentiated ways of engaging with content specific to individual student needs.</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.</li> <li>-SLP effectively integrates technology as a tool to engage students in academic content.</li> </ul> | <p>Students are actively engaged in content at all times and not off-task.</p> <p>SLP provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>SLP sustains the attention of the class by maintaining a dynamic presence.</p> <p>Ways of engaging with content reflect different learning modalities or intelligences.</p> <p>SLP adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>ELL and IEP students have the appropriate accommodations to be engaged in content.</p> <p>Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement.)</p> | <p>Fewer than ½ of the students are engaged in content and many are off-task.</p> <p>SLP may provide multiple ways of engaging students, but perhaps not aligned to lesson objectives or mastery of content.</p> <p>SLP may miss opportunities to provide ways of differentiating content for student.</p> <p>Some students may not have the prerequisite skills necessary to fully engage in content and SLP's attempt to modify instruction for these students is limited or not always effective.</p> <p>Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.</p> | <p>Fewer than ½ of the students are engaged in content and many are off-task.</p> <p>SLP may only provide one way of engaging with content OR SLP may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.</p> <p>SLP does not differentiate instruction to target different learning modalities.</p> <p>Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust instruction for these students.</p> <p>Students are not provided with the necessary accommodations (behavior, etc.) to engage in content.</p> |

## 2.4 Check for Understanding

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-SLP checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>-SLP uses open-ended questions to surface common misunderstanding and assess student mastery of material at a range of both lower and higher-order thinking.</li> <li>-SLP notes student self-corrections.</li> <li>-SLP checks for use of skills in the classroom.</li> </ul> | <p>SLP checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate ‘pulse’ of the class’s understanding.</p> <p>SLP gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>SLP uses a variety of methods to check for understanding.</p> <p>SLP uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>SLP doesn’t allow students to ‘opt-out’ of checks for understanding and cycles back to these students.</p> <p>SLP systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples).</p> | <p>SLP sometimes checks for understanding of content, but misses several key moments.</p> <p>SLP mostly gets an accurate ‘pulse’ of the class’s understanding, but may not gain enough information to modify the lesson accordingly.</p> <p>SLP may not use a variety of methods to check for understanding, when doing so would be helpful.</p> <p>SLP may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</p> <p>SLP sometimes allows students to ‘opt-out’ of checks for understanding without cycling back to these students.</p> <p>SLP may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.</p> | <p>SLP rarely or never checks for understanding of content, or misses nearly all key moments.</p> <p>SLP rarely or never gets an accurate ‘pulse’ of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson.</p> <p>SLP frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</p> <p>SLP frequently allows students to ‘opt-out’ of checks for understanding and does not cycle back to these students.</p> <p>SLP rarely or never assesses for mastery at the end of the lesson.</p> |

**FILE CODE: AFC****2.5 Modify Instruction as Needed**

| Highly Effective                                                                                                                                                                                                                                                                                                               | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ineffective                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:<br>-SLP anticipates student misunderstandings and preemptively addresses them.<br>-SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement. | SLP makes adjustments to instruction based on checks for understanding that leads to increased understanding for most students.<br><br>SLP differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.<br><br>SLP responds to misunderstandings with effective scaffolding techniques.<br><br>SLP doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful. | SLP may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.<br><br>SLP may primarily respond to misunderstandings by using SLP-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.<br><br>SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. | SLP only gives answers instead of having student work through the problem.<br><br>SLP does not use a variety of prompts/instructional tools. |

**FILE CODE: AFC****2.6 Develop Higher Level of Understanding through rigorous instruction and work (SLP models and talks through thinking process to increase student understanding)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"><li>-Lesson is accessible and challenging to all students.</li><li>-Students are able to answer higher-level questions with meaningful responses.</li><li>- Students pose higher-level questions to the SLP and to each other.</li><li>- SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</li><li>- SLP encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).</li></ul> | <p>Lesson is accessible and challenging to almost all students.</p> <p>SLP frequently develops higher-level understanding through effective questioning.</p> <p>Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p> <p>Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning.</p> <p>SLP shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p> | <p>Lesson is not always accessible or challenging to students.</p> <p>Some questions used may not be effective in developing higher-level understanding (too complex or confusing).</p> <p>SLP may not always use questioning as an effective tool to increase understanding.</p> <p>While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate.</p> <p>SLP may encourage students to work hard, but may not persist in efforts to have students keep trying.</p> | <p>Lesson is not aligned with developmental level of students (may be too challenging or too easy).</p> <p>SLP may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</p> <p>Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</p> <p>SLP gives up on students easily and does not encourage them to persist through difficult tasks.</p> |

2.7 Maximize Instructional Time

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ineffective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP.</li> <li>- Students are always engaged in meaningful work while waiting for the SLP (for example, during attendance).</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks.</li> <li>- All students are on-task and follow instructions of SLP without much prompting.</li> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.</li> <li>- Students are grouped appropriately to maximize skills and available time</li> </ul> | <ul style="list-style-type: none"> <li>-Students arrive on time and are aware of the consequences of arriving late.</li> <li>-Class starts on time.</li> <li>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP.</li> <li>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance).</li> <li>-SLP delegates time between parts of the lesson appropriately so as best to lead students toward mastery of objective.</li> <li>-Almost all students are on-task and follow instructions of SLP without much prompting.</li> <li>-Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.</li> <li>-Students are usually grouped appropriately to maximize skills and available time.</li> </ul> | <p>Some students consistently arrive late for class without consequences.</p> <p>Class may consistently start a few minutes late.</p> <p>Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed.</p> <p>There is more than a brief period of time when students are left without meaningful work to keep them engaged.</p> <p>SLP may delegate lesson time inappropriately between parts of the lesson.</p> <p>Significant prompting from the SLP is necessary for students to follow instructions and remain on-task.</p> <p>Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and SLP may have to stop the lesson frequently to address the problem.</p> <p>Students are sometimes grouped appropriately to maximize skills and available time, but improvements are needed in scheduling.</p> | <p>Students may frequently arrive late for class without consequences.</p> <p>SLP may frequently start class late.</p> <p>There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the SLP at all times.</p> <p>There are significant periods of time in which students are not engaged in meaningful work.</p> <p>Even with significant prompting, students frequently do not follow directions and are off-task.</p> <p>Classroom management is generally poor and wastes instructional time.</p> <p>Students are rarely grouped appropriately to maximize skills and available time. Scheduling is an area of concern.</p> |

**FILE CODE: AFC****2.8 Create Classroom culture of respect and collaboration (as applied to ‘speech room’)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                     | Effective                                                                                                                                                                                                                                                                                                                                                                                            | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ineffective                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"><li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</li><li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves.</li></ul> | <p>Students are respectful of their teacher and peers.</p> <p>Students are given opportunities to collaborate and support each other in the learning process.</p> <p>SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>SLP has a good rapport with students, and shows genuine interest in their thoughts and opinions.</p> | <p>Students are generally respectful of their SLP and peers, but may occasionally act out of need to be reminded of classroom norms.</p> <p>Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together.</p> <p>SLP may praise positive behavior OR enforce consequences for negative behavior, but not both.</p> <p>SLP may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p> | <p>Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>Students are not given many opportunities to collaborate OR during these times do not work well together even with SLP intervention.</p> <p>SLP rarely or never praises positive behavior.</p> <p>SLP rarely or never addresses negative behavior.</p> |

**FILE CODE: AFC****2.9 Set high expectations for academic success (student progress)**

| <b>Highly Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Improvement Necessary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Ineffective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"><li>- Students analyze their own progress toward goals.</li><li>- Students demonstrate high academic expectations for themselves.</li><li>- Students' comments and actions demonstrate that they are excited about their work and understand why it is important.</li></ul> | <p>SLP sets high expectations for students of all levels.</p> <p>Students are invested in their work and value academic success as evidenced by their effort and quality of their work.</p> <p>The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).</p> <p>SLP celebrates and displays high quality academic work.</p> | <p>SLP may set high expectations for some, but not others.</p> <p>Students are generally invested in their work, but may occasionally spend time off task or given up when work is challenging.</p> <p>Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily).</p> <p>SLP may praise the academic work of some, but not others.</p> <p>High quality work of a few, but not all students, may be displayed in the classroom.</p> | <p>SLP rarely or never sets high expectations for students.</p> <p>Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignment.</p> <p>Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the SLP or peers.</p> <p>SLP rarely or never praises academic work or good behavior.</p> <p>High quality work is rarely or never displayed in the classroom.</p> |

**Domain 3: Teacher Leadership****3.1 Contribute to school culture (school and or department)**

| Highly Effective                                                                                                                                                                                                                                                                                                          | Effective                                                                                                                                                                                                                                                                                                                                                 | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                     | Ineffective                                                                                                                                                                                                             |
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| <p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Seek out leadership roles including opportunities within the school and the cooperative.</li> <li>- Go above and beyond in dedicating time for students and peers outside of class.</li> </ul> | <p>SLP will:</p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives.</li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class.</li> <li>- Upholds all policies and procedures of the assigned school and cooperative.</li> </ul> | <p>SLP will:</p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives.</li> </ul> <p>SLP may not:</p> <ul style="list-style-type: none"> <li>- Frequently dedicate time to help students and peers efficiently outside of class.</li> </ul> <p>In general, follows policies and procedures, but may not follow-through.</p> | <p>SLP rarely or never contributes ideas aimed at improving school efforts. SLP dedicates little or no time outside of class toward helping students and peers.</p> <p>SLP does not follow policies and procedures.</p> |

**FILE CODE: AFC**

**3.2 Collaborate with Peers (General Educators, SPED, School Psych, Nurse, Counselors, Principals, EL teachers)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                               | Effective                                                                                                                                                                                                                                | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                              | Ineffective                                                                                                                    |
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| <p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"><li>- Go above and beyond in seeking out opportunities to collaborate.</li><li>- Coach and educate peers with appropriate communication skills necessary for student to be successful.</li><li>- Take on leadership roles within collaborative groups such as professional learning communities.</li></ul> | <p>SLP will:</p> <ul style="list-style-type: none"><li>- Seek out and participate in regular opportunities to work and learn from others.</li><li>- Ask for assistance, when needed, and provide assistance to others in need.</li></ul> | <p>SLP will:</p> <ul style="list-style-type: none"><li>- Participate in occasional opportunities to work with and learn from others.</li><li>- Ask for assistance when needed.</li></ul> <p>SLP may not:</p> <ul style="list-style-type: none"><li>- Seek to provide other teachers with assistance when needed OR regularly seek out opportunities to work with others.</li></ul> | <p>SLP rarely or never participates in opportunities to work with others. SLP works in isolation and is not a team player.</p> |

**3.3 Seek Professional skills and knowledge (Professional Development)**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Improvement Necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Ineffective                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others.</li> <li>- Seek out opportunities to lead professional development sessions to foster others' awareness of communication disorders (peers, parents, students, paraprofessionals).</li> <li>- Mentors others in caseload management.</li> <li>- Supervises SLPA's and provides ongoing and regular feedback to the SLPA.</li> </ul> | <p>SLP will:</p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice.</li> <li>- Seek out ways to implement new practices into instruction, where applicable.</li> <li>- Welcome constructive feedback to improve practices.</li> <li>- Provides developmental guidelines of communication to general education teachers and to parents when appropriate.</li> <li>- Shares information about the referral process when appropriate and maintains timelines for such screenings and referrals.</li> <li>- Supervises SLPA and does one annual evaluation and occasional feedback.</li> </ul> | <p>SLP will:</p> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities.</li> </ul> <p>SLP may not:</p> <ul style="list-style-type: none"> <li>- Seek out ways to implement new practices into instruction.</li> <li>- Accept constructive feedback well.</li> <li>- Actively pursue optional professional development opportunities.</li> <li>- Supervises SLPA but fails to provide feedback that will impact the SLPA in their duties.</li> </ul> | <p>SLP rarely or never attends professional development opportunities. SLP shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</p> <p>Supervises SLPA but fails to provide feedback that will impact the SLPA in their duties.</p> |

**FILE CODE: AFC****3.4 Advocate for Student Success**

| <b>Highly Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Improvement Necessary</b>                                                                                                                                                                                                                                                                                                                                        | <b>Ineffective</b>                                                                                                                                                                                                                                                                                                          |
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| <p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"><li>- Display commitment to the education of all the students in the school.</li><li>- Make changes and take risks to ensure student success.</li><li>- Participate and may lead IEP case conferences, keeping the conference on track, defusing situations as needed, and efficiently allowing all to participate in the conference.</li><li>- Develop IEPs that are based on student needs and are completed using appropriate procedures including: timely, measurable goals, appropriate accommodations, and will stand up during due process scrutiny.</li></ul> | <p>SLP will:</p> <ul style="list-style-type: none"><li>- Display commitment to the education of all his/her students.</li><li>- Advocate for students' individualized needs through the IEP process: Brings all records and documents to the conference, participates in the IEP conference, assists with IEP completion, and makes appropriate recommendations for continuing in or dismissal from special education.</li><li>- Develop IEPs that are accurate with accommodations and goals and good notes.</li></ul> | <p>SLP will:</p> <ul style="list-style-type: none"><li>- Display commitment to the education of all his/her students.</li></ul> <p>SLP may not:</p> <ul style="list-style-type: none"><li>- Advocate for students' needs but may not follow through on all parts of the IEP process.</li><li>- IEP development is not up to standards of the cooperative.</li></ul> | <p>SLP rarely or never displays commitment to the education of his/her students. SLP accepts failure as par for the course and does not advocate for students' needs.</p> <p>SLP may not dismiss students from special education in a timely fashion.</p> <p>IEP development is not up to standards of the cooperative.</p> |

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**3.5 Engage Families in Student Learning**

| Highly Effective                                                                                                                                                                                                                                                                                                                                                                  | Effective                                                                                                                                                                                                                                                                                                                                                               | Improvement Necessary                                                                                                                                                                                                                                                                                                                        | Ineffective                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"><li>- Strive to form relationship in which parents are given ample opportunity to participate in student learning.</li><li>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.</li></ul> | <p>SLP will:</p> <ul style="list-style-type: none"><li>- Respond promptly to contact from parents.</li><li>- Engage in all forms of parent outreach required by the school, specifically inviting parent participation in the annual IEP case conference.</li><li>- Proactively reach out to parents in a variety of ways to engage them in student learning.</li></ul> | <p>SLP will:</p> <ul style="list-style-type: none"><li>- Respond to contact from parents.</li><li>- Engage in all forms of parent outreach required by the school.</li></ul> <p>SLP may not:</p> <ul style="list-style-type: none"><li>- Proactively reach out to parents in a variety of ways to engage them in student learning.</li></ul> | <p>SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p> |

## FILE CODE: AFC

### Domain 4: Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. SLP's are expected to meet these standards. If they do not, it will affect their overall rating negatively.

#### 4.1 Attendance

| Meets Standard                                                                                                                                                                                       | Does Not Meet Standard                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). | Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). |

#### 4.2 On-Time Arrival

| Meets Standard                                                                                                                                                                                                 | Does Not Meet Standard                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). |

#### 4.3 Policies and Procedures

| Meets Standard                                                                                                                                                                                     | Does Not Meet Standard                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) |

#### 4.4 Respect

| Meets Standard                                                                                                                               | Does Not Meet Standard                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. |

# Bluffton-Harrison Metropolitan School District

## Principal Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District

Adopted: July 28, 1977

Revised: June 26, 2000, September 10, 2007, August 6, 2012, May 18, 2015, May 17, 2021

Reviewed: May 16, 2022, May 15, 2023

## Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

| Indicator                        |                               | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>1.1 Human Capital Manager</b> |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.1.1                            | <b>Hiring and retention</b>   | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul> | <b>Principal recruits, hires, and supports teachers by:</b> <ul style="list-style-type: none"> <li>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;</li> <li>Aligning personnel decisions with the vision and mission of the school.</li> </ul>                                                                       | <b>Principal recruits, hires, and supports effective teachers by:</b> <ul style="list-style-type: none"> <li>Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;</li> <li>Demonstrating ability to increase some teachers' effectiveness;</li> <li>Occasionally applying the school's vision/mission to HR decisions.</li> </ul> | <b>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</b> <ul style="list-style-type: none"> <li>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions;</li> <li>Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>Rarely or never applying the school's vision/mission to HR decisions.</li> </ul> |
| 1.1.2                            | <b>Evaluation of teachers</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <b>Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul> | <b>Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>                         | <b>Principal <u>does not</u> prioritize and apply teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers;</li> <li>Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.</li> </ul>                       |

| Indicator |                                          | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 1.1.3     | <b>Professional development</b>          | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>– Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>– Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul> | <p><b>Principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>– Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>– Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>– Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul> | <p><b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>– Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>– Providing learning opportunities with little variety of format;</li> <li>– Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>                                                          | <p><b>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>– Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>– Providing no variety in format of learning opportunities;</li> <li>– Failing to provide professional learning opportunities based on evaluation results.</li> </ul>                  |
| 1.1.4     | <b>Leadership and talent development</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>– Recognizing and celebrating emerging leaders.</li> </ul>                                                                         | <p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>– Providing formal and informal opportunities to mentor emerging leaders; if leadership and growth as a result of leadership positions or talent to leadership positions or</li> </ul>                                                                                                                 | <p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>– Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</li> </ul> | <p><b>Principal <u>does not</u> develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>– Rarely or never provides mentorship to emerging leaders;</li> <li>– Providing no support and encouragement of leadership and growth;</li> <li>– Frequently assigns responsibilities without allocating necessary authority.</li> </ul> |

| Indicator |                             | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                          | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1.1.5     | <b>Delegation</b>           | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Encouraging and supporting staff members to seek out responsibilities;</li> <li>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>                       | <b>Principal delegates tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Monitoring the progress towards success of those to whom delegations have been made;</li> <li>– Providing support to staff members as needed.</li> </ul>                                                        | <b>Principal delegates tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>– Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>– Providing support, but not always as needed.</li> </ul> | <b>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>– Rarely or never providing support.</li> </ul> |
| 1.1.6     | <b>Strategic assignment</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.</li> </ul> | <b>Principal uses staff placement to support instruction by:</b> <ul style="list-style-type: none"> <li>– Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;</li> <li>– Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul> | <b>Principal uses staff placement to support instruction by:</b> <ul style="list-style-type: none"> <li>– Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.</li> </ul>                                                                                                                                                   | <b>Principal <u>does not</u> use staff placement to support instruction by:</b> <ul style="list-style-type: none"> <li>– Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.</li> </ul>                                                                                                                       |

| Indicator |                                                                          | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                      | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 1.1.7     | <b>Addressing teachers who are in need of improvement or ineffective</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul> | <b>Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> <li>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> | <b>Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> <li>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> | <b>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Rarely or never monitoring the success of remediation plans;</li> <li>– Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> |

| Indicator                           |                           | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1.2 Instructional Leadership</b> |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1.2.1                               | <b>Mission and vision</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Defining long, medium, and short-term application of the vision and/or mission;</li> <li>– Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>– Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>– Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</li> </ul> | <b>Principal supports a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>– Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>– Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>– Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>– Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.</li> </ul> | <b>Principal supports a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>– Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>– Making significant key decisions without alignment to the vision and/or mission;</li> <li>– Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.</li> </ul> | <b>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>– Failing to adopt a school-wide instructional vision and/or mission;</li> <li>– Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>– Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</li> </ul> |

| Indicator |                               | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                      | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1.2.2     | <b>Classroom observations</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;</li> <li>– Monitoring the impact of feedback provided to teachers.</li> </ul> | <p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>– Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>– Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul> | <p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally visiting teachers to observe instruction;</li> <li>– Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>– Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul> | <p><b>Principal <u>does not</u> use classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never visiting teachers to observe instruction;</li> <li>– Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>– Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>                 |
| 1.2.3     | <b>Teacher collaboration</b>  | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>– Tracking best collaborative practices to solve specific challenges;</li> <li>– Holding collaborating teams accountable for their results.</li> </ul>                       | <p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>– Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>– Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul>                                                              | <p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>– Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>– Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>                                   | <p><b>Principal <u>does not</u> support teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>– Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>– Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul> |

## Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

| Indicator             | Highly Effective (4) | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                    | Improvement Necessary (2)                                                                                                                                                                                                                                                               | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |
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| 2.1 Personal Behavior |                      |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |
| 2.1.1                 | Professionalism      | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"><li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li><li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li></ul> | <p>Principal displays professionalism by:</p> <ul style="list-style-type: none"><li>Modeling professional, ethical, and respectful behavior at all times;</li><li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li></ul>   | <p>Principal supports professionalism by:</p> <ul style="list-style-type: none"><li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li><li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li></ul> | <p>Principal <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"><li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li><li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li></ul> |
| 2.1.2                 | Time management      | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"><li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li><li>Monitoring use of time to identify areas that are not effectively utilized;</li></ul>                                                                                      | <p>Principal manages time effectively by:</p> <ul style="list-style-type: none"><li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li><li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li></ul> | <p>Principal manages time effectively by:</p> <ul style="list-style-type: none"><li>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li><li>Occasionally prioritizes activities unrelated to student achievement.</li></ul>                                                                       | <p>Principal <u>does not</u> manage time effectively by:</p> <ul style="list-style-type: none"><li>Rarely or never establishing timely objectives or priorities;</li><li>Regularly prioritizing activities unrelated to student achievement;</li></ul>                                                                                                        |

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| 2.1.3 | <b>Using feedback to improve student performance</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>– Identifying the most efficient means through which feedback can be generated.</li> <li>– Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul> | <p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>– Actively soliciting feedback and help from all key stakeholders;</li> <li>– Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>                                                                                                                                                                                                                                                                | <p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>– Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>– Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>                                                                                                                                                                                                                                                   | <p><b>Principal <u>does not</u> use feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>– Regularly avoiding or devaluing feedback;</li> <li>– Rarely or never applying feedback to shape priorities.</li> </ul>                                                                                                                                                                            |
| 2.1.4 | <b>Initiative and persistence</b>                    | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Exceeding typical expectations to accomplish ambitious goals;</li> <li>– Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement;</li> <li>– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement.</li> </ul>                                    | <p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Consistently achieving expected goals;</li> <li>– Taking on voluntary responsibilities that contribute to school success;</li> <li>– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul> | <p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Achieving most, but not all expected goals;</li> <li>– Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul> | <p><b>Principal <u>does not</u> display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never achieving expected goals;</li> <li>– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Rarely or never taking risks to support students in achieving results;</li> <li>– Never seeking out potential partnerships.</li> </ul> |

| Indicator                         |                    | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>2.2 Building Relationships</b> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2.2.1                             | Culture of urgency | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>                                                                                                                                                                                                                                        | <b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>Leading a relentless pursuit of these expectations.</li> </ul>                                                                                                                                                            | <b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>Occasionally leading a pursuit of these expectations.</li> </ul> | <b>Principal <u>does not</u> create an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>                                                                |
| 2.2.2                             | Communication      | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>To the extent possible, messaging key concepts in real time;</li> <li>Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul> | <b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul> | <b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging most, but not all, key concepts;</li> <li>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>Utilizing a limited number of means and approaches to communication.</li> </ul>  | <b>Principal <u>does not</u> skillfully and clearly communicate by:</b> <ul style="list-style-type: none"> <li>Rarely or never messaging key concepts;</li> <li>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul> |

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| 2.2.3 | <b>Forging consensus for change and improvement</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Guides others through change and addresses resistance to that change;</li> <li>Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>Creates cultural changes that reflect and support building a consensus for change.</li> </ul> | <b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Using effective strategies to work toward a consensus for change and improvement;</li> <li>Systematically managing and monitoring change processes;</li> <li>Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul> | <b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul> | <b>Principal <u>does not</u> create a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>Rarely or never managing or developing a process for change and/or improvement;</li> <li>Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul> |
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| Indicator                  | Highly Effective (4)     | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |
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| 2.3 Culture of Achievement |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |
| 2.3.1                      | <b>High expectations</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>– Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li><li>– Benchmarking expectations to the performance of the state’s highest performing schools;</li><li>– Creating systems and approaches to monitor the level of academic and behavior expectations;</li><li>– Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li></ul> | <b>Principal creates and supports high academic and behavior expectations by:</b> <ul style="list-style-type: none"><li>– Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li><li>– Empowering students to set high and demanding expectations for themselves;</li><li>– Ensuring that students are consistently learning, respectful, and on task;</li><li>– Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li><li>– Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li></ul> | <b>Principal creates and supports high academic and behavioral expectations by:</b> <ul style="list-style-type: none"><li>– Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li><li>– Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li></ul> | <b>Principal <u>does not</u> create or support high academic and behavior expectations by:</b> <ul style="list-style-type: none"><li>– Accepting poor academic performance and/or student behavior;</li><li>– Failing to set high expectations or sets unrealistic or unattainable goals.</li></ul> |

Bluffton-Harrison Metropolitan School District

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| 2.3.2 | Academic rigor      | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>                                                   | <p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>                                                                                                       | <p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li> <li>– Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>       | <p><b>Principal <u>has not</u> established academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>– Consistently sets and abandons ambitious academic goals.</li> </ul> |
| 2.3.3 | Data usage in teams | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul> | <p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Orchestrating frequent and timely team collaboration for data analysis;</li> <li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul> | <p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally supporting and/or orchestrating team collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul> | <p><b>Principal <u>does not</u> utilize data by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never organizing efforts to analyze data;</li> <li>– Rarely or never applying data analysis to develop action plans.</li> </ul>                                                                       |

# **Bluffton-Harrison Metropolitan School District**

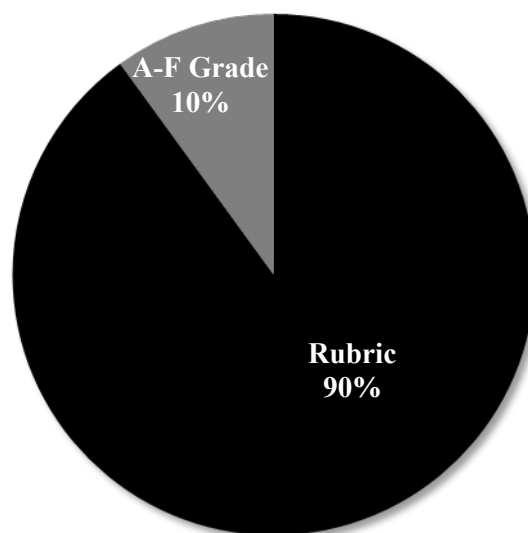
## **Principal Evaluation Metrics**

May 2023



## BHMSD Principal Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



### **LEADERSHIP OUTCOMES (90%):**

**BHMSD Principal Effectiveness Rubric (90%):** This score is obtained from the evaluation rating from the BHMSD Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the principal's comprehensive rating.

### **STUDENT LEARNING DATA (10%):**

**A-F Accountability Grade (10%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the principal's comprehensive rating.

### **COMPUTING THE SCORE:**

|                                    | Raw Score | x | Weight | Score |
|------------------------------------|-----------|---|--------|-------|
| Rubric Rating                      |           |   | .90    |       |
| A-F Accountability Grade (DOE)     |           |   | .10    |       |
| Comprehensive Effectiveness Rating |           |   |        |       |

### **SCALE:**

| Ineffective  | Improvement Necessary | Effective    | Highly Effective |
|--------------|-----------------------|--------------|------------------|
| 1.0 points → | 1.75 points →         | 2.5 points → | 3.5 - 4.0 points |

Note: Borderline points always round up

## BEGINNING EDUCATOR RESIDENCY PROGRAM

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District embraces the concepts set forth in Indiana Code and the Indiana Department of Education which outline requirements for a local plan for a Beginning Educator Residency Program. Educator is defined as teacher, administrator, and/or school service personnel. The Board believes that the program will enhance the professional staff evaluation program already in operation for the purpose of assuring “a high quality of educator performance.” This Beginning Educator Residency Program is a two-year program and is consistent with the Initial Practitioner License. The Board will provide a mentor to a beginning educator *in the first year only* of this Beginning Educator Residency Program. During the second year, the beginning educator will work with district personnel to plan for licensing, conversion, and on-going professional development. The Board may provide a mentor to a beginning educator who is in the second year of the Beginning Educator Residency Program and who is a first-year employee of Bluffton-Harrison Metropolitan School District.

### I. EXPECTATIONS AND RESPONSIBILITIES

#### A. Superintendent

1. The superintendent shall keep a record of each year of employment on the beginning educator’s license until that educator successfully completes the residency program or is terminated from the program.
2. The governing body may direct the superintendent to conduct a preliminary conference with a beginning educator who is appealing the principal’s determination that the educator has not successfully completed the two-year residency program.
3. The superintendent may provide information supporting the principal’s determination at the conference with the governing body in cases where a beginning teacher has appealed a decision that he or she has not successfully completed the initial two-year of residency program.

#### B. Principal

1. The principal shall participate in any training required by the corporation.
2. The principal shall be responsible for assigning a mentor to each

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** August 25, 1988  
**Revised:** 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23  
**Reviewed:** 5/16/2022

beginning educator.

3. The principal shall provide the mentor with adequate time to observe the beginning educator and, whenever practical, released time from the mentor's non-classroom and classroom duties.
4. The principal shall conduct an initial conference with the beginning educator and the mentor prior to the first day of school.
5. The principal must make a record of each classroom observation of the beginning teacher and hold post-evaluation conferences on extended observations.
6. The principal shall work with the beginning educator to complete any state program for beginning educators.
7. The superintendent will review policy with principals as necessary.
8. Attendance at Department of Education workshops and/or workshops of other professional organizations will be encouraged.

C. Mentor

1. The mentor is expected to participate in mentor training when provided by the school corporation.
2. The mentor shall periodically meet with the beginning educator to discuss progress, strengths, and weaknesses.
3. The mentor shall participate in an initial conference with the beginning educator and the principal prior to the first day of school.
4. The mentor may participate in the post-observation conferences with the beginning teacher and the principal if requested by beginning teacher; however, direct participation may not be required of the mentor.
5. The mentor will make random and/or scheduled visits to assist in the development of effective strategies.
6. The mentor has the important responsibility of providing assistance and support to the beginning educator and, as such, cannot be expected to provide evaluative information to the principal which might affect the beginning educator adversely.
7. The principal will review policy with selected mentors annually at the beginning of the school year.

D. Beginning Educator

1. The beginning educator must participate in and successfully

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** August 25, 1988  
**Revised:** 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23  
**Reviewed:** 5/16/2022

- complete the beginning educator residency program.
2. The beginning educator must periodically meet with the mentor to discuss progress, strengths, and weaknesses and to receive guidance from the mentor.
3. The beginning educator shall participate in an initial conference with the principal and the mentor prior to the first day of school.
4. The beginning educator may request that the mentor attend the post-observation conferences with the principal.
5. The beginning educator who does not successfully complete a beginning educator residency program may file a written request within five days of receipt of notice of the determination of the principal for a conference with the governing body.
6. The beginning educator who fails to successfully complete the beginning educator residency program may provide information refuting the determination of the principal at the conference with the governing body.
7. The beginning educator will complete any state requirements related to the initial practitioner's license.

## II. SELECTION OF MENTORS

### A. Process for Selecting Mentors

1. Applications will be considered for assignment by the superintendent following a recommendation by the Building Principal.
2. The superintendent will make the final decision on assignment.

### B. Criteria for Selecting Mentors

1. Required Criteria
  - a. The mentor must consent to the assignment.
  - b. The mentor must be a certified teacher.
  - c. The mentor must demonstrate exemplary teaching skills.
2. Supplemental Criteria
  - a. If possible, the mentor should have a minimum of five years of teaching experience.
  - b. If possible, the mentor should teach at a grade level or a subject area which closely parallels the assignment of the beginning teacher.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** August 25, 1988  
**Revised:** 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23  
**Reviewed:** 5/16/2022

- c. If possible, the mentor should teach in the same building as the beginning teacher.
- 3. Characteristics of Effective Mentors
  - a. Knows and understands exemplary standards-based practice in the classroom.
  - b. Knows and applies constructive collegial behavior such as appropriate roles of peers, active listening techniques, and modeling professional attributes.
  - c. Knows own learning and teaching styles, approaches, strengths and weaknesses and how to reflect on own teaching and learning.
  - d. Knows strategies for being a constructive observer such as asking appropriate questions for data collection, how to access data to foster self-analysis, and for improved instructional techniques in teacher practices.
  - e. Knows how to recommend and contact resources within the school, the community, and the state and nation (e.g. colleges or universities, professional organizations, human service agencies, educational resource centers, and internet sites).
  - f. Knows major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities, higher education).
  - g. Knows the stages of teacher development and possible affective needs of beginning teachers as they progress through the initial years of teaching.
- 4. Dispositions of Effective Mentors
  - a. Is committed to allotting time for personal and collegial reflection on practice.
  - b. Is enthusiastic about being a positive role model, coach, and mentor.
  - c. Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents, and interests.
  - d. Has the personal attributes of being empathetic, caring, adaptable, and enthusiastic about teaching and learning.
  - e. Believes that all students can learn and perform at high levels.
  - f. Values the roles that open communication and trust play in

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** August 25, 1988

**Revised:** 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23

**Reviewed:** 5/16/2022

- building strong, productive, collegial relationships and incorporates confidentiality, nonjudgmental dialogue and professional integrity into collegial relations.
- g. Believes in education as a profession.
- h. Is a positive influence on morale within a school.
- i. Values the opportunities that technology and new methodologies can provide for teaching and student learning.
- 5. Performances of Effective Mentors
  - a. Draws upon colleagues within the school and other professional arenas to support his/her professional development.
  - b. Pursues professional development opportunities to access new content knowledge and instructional methods and to incorporate them into relevant learning situations for students.
  - c. Creates a supportive and reflective environment for addressing issues facing an educator and for analyzing teaching and learning.
  - d. Exemplifies standards-based teaching in the classroom.
  - e. Supports the beginning educator in interactions with teachers, administrators, and parents.
  - f. Displays a sense of humor, hope and optimism, high expectations, and an ability to act as a catalyst for the learning of others.
  - g. Exemplifies being a professional educator and a life-long learner.

**B. Mentor**

- 1. The principal will review policy with selected mentors annually at the beginning of the school year.
- 2. Mentors will be encouraged and/or required to attend appropriate workshops.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** August 25, 1988  
**Revised:** 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23  
**Reviewed:** 5/16/2022

**IV. CLASSROOM OBSERVATIONS**

- A. No less than three classroom observations shall be conducted by the principal or assistant principal.
- B. If time allows, an observation toward the end of each nine-week grading period is encouraged.

The mentor will help the beginning educator become acquainted with the school, the faculty, routine procedures, and policies. The mentor will be officially delegated to perform these acts of support and be awarded the amount noted in the master contract.

A cooperative effort by a team of professionals cannot help but improve the chances of success for the beginning educator, and any such effort in this direction will ultimately improve the educational opportunities for the students of the Bluffton-Harrison Metropolitan School District.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** August 25, 1988  
**Revised:** 6/26/00, 9/30/04, 8/27/07, 8/9/10, 6/12/23  
**Reviewed:** 5/16/2022

# Bluffton-Harrison Metropolitan School District

## Athletic Director Effectiveness Rubric

May 2023



Source: Bluffton-Harrison Metropolitan School District  
Adopted: August 3, 2015  
Revised: May 17, 2021  
Reviewed: May 16, 2022, May 15, 2023

## Domain 1: Professionalism

| Competency |                                                                                                                                                                                                                                                                                                                         | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------|---------------------------|-----------------|
| 1.1        | Implements a written philosophy statement outlining the principles and educational goals of the program.                                                                                                                                                                                                                |                      |               |                           |                 |
| 1.2        | Cooperates with the staff and school administration in establishing, implementing and supporting school policies.                                                                                                                                                                                                       |                      |               |                           |                 |
| 1.3        | Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules.                                                                                                                                                                            |                      |               |                           |                 |
| 1.4        | Implements prudent legal procedures. Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility. |                      |               |                           |                 |
| 1.5        | Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.                                                                                                                                            |                      |               |                           |                 |
| 1.6        | Considers the well-being of the entire student body as fundamental in all decisions and actions.                                                                                                                                                                                                                        |                      |               |                           |                 |
| 1.7        | Supports the principle of due process and protects the civil and human rights of all individuals.                                                                                                                                                                                                                       |                      |               |                           |                 |
| 1.8        | Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.                                                                                                                                                                                          |                      |               |                           |                 |
| 1.9        | Fulfills professional responsibilities with honesty and integrity.                                                                                                                                                                                                                                                      |                      |               |                           |                 |
| 1.10       | Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.                                                                                                                                                                                        |                      |               |                           |                 |
| 1.11       | Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.                                                                                                                                                              |                      |               |                           |                 |

Source: Bluffton-Harrison Metropolitan School District  
 Adopted: August 3, 2015  
 Revised: May 17, 2021  
 Reviewed: May 16, 2022, May 15, 2023

|      |                                                                                                                                                                                        |  |  |  |  |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 1.12 | Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards. |  |  |  |  |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

## Domain 2: Administrative Responsibilities

| Competency | Highly Effective (4)                                                                                                                                            | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------|-----------------|
| 2.1.       | Provides leadership for the athletic department and places it in the proper educational perspective.                                                            |               |                           |                 |
| 2.2        | Assists the District and school administrator in securing competent personnel for the athletic staff, Assists and participates in scheduling of all interviews. |               |                           |                 |
| 2.3        | Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.                        |               |                           |                 |
| 2.4        | Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.                |               |                           |                 |
| 2.5        | Makes sure specific criteria are issued to students explaining the awards given for participation.                                                              |               |                           |                 |
| 2.6        | Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.                                  |               |                           |                 |
| 2.7        | Arranges school board approved transportation for athletic events.                                                                                              |               |                           |                 |
| 2.8        | Resolves conflicts that develop from time to time within the ranks of the athletic department.                                                                  |               |                           |                 |
| 2.9        | Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.                      |               |                           |                 |
| 2.10       | Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.                               |               |                           |                 |
| 2.11       | Establishes procedures for the supervision and use of the training room.                                                                                        |               |                           |                 |

Source: Bluffton-Harrison Metropolitan School District  
 Adopted: August 3, 2015  
 Revised: May 17, 2021  
 Reviewed: May 16, 2022, May 15, 2023

|      |                                                                                                                                                                                                                                                                                                                |  |  |  |  |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 2.12 | Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, and some community event activities. |  |  |  |  |
| 2.13 | Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.                                                                                                                                                |  |  |  |  |
| 2.14 | Coordinates the organization and operation of the press boxes.                                                                                                                                                                                                                                                 |  |  |  |  |
| 2.15 | Attends and serves as school liaison at athletic booster club meetings.                                                                                                                                                                                                                                        |  |  |  |  |
| 2.16 | Assists the district administrator in the preparation and distribution of complimentary passes for the school district.                                                                                                                                                                                        |  |  |  |  |
| 2.17 | Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.                                                                                                                                                                                         |  |  |  |  |
| 2.18 | Evaluates the program, always seeking ways to improve interscholastic athletics.                                                                                                                                                                                                                               |  |  |  |  |
| 2.19 | Prepares and obtains signed game contracts.                                                                                                                                                                                                                                                                    |  |  |  |  |
| 2.20 | Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.                                                                                                                                         |  |  |  |  |
| 2.21 | Completes accurate financial records.                                                                                                                                                                                                                                                                          |  |  |  |  |
| 2.22 | Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.                                                                                                                                                                                           |  |  |  |  |
| 2.23 | Keeps informed of the rules and regulations of the total athletic program.                                                                                                                                                                                                                                     |  |  |  |  |
| 2.24 | Informs the school board about program directions, problems and achievements.                                                                                                                                                                                                                                  |  |  |  |  |
| 2.25 | Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.                                                                                                                                                                          |  |  |  |  |
| 2.26 | Performs other duties as the principal and/or district administrator may direct.                                                                                                                                                                                                                               |  |  |  |  |

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** August 3, 2015

**Revised:** May 17, 2021

**Reviewed:** May 16, 2022, May 15, 2023

### Domain 3: Sport Specific Duties

| Competency |                                                                                                                                                                                                                                                                                                                 | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------|---------------------------|-----------------|
| 3.1.       | Attends as many contests, meets and events as possible (home and away).                                                                                                                                                                                                                                         |                      |               |                           |                 |
| 3.2        | Examines all equipment and facilities before use.                                                                                                                                                                                                                                                               |                      |               |                           |                 |
| 3.3        | Provides dressing rooms for visiting teams and game officials.                                                                                                                                                                                                                                                  |                      |               |                           |                 |
| 3.4        | Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.                                                                                                                                                                  |                      |               |                           |                 |
| 3.5        | Evaluates each athlete's grades at the end of each grading period.                                                                                                                                                                                                                                              |                      |               |                           |                 |
| 3.6        | Secures parent consent cards, physical cards and medical forms from all participants.                                                                                                                                                                                                                           |                      |               |                           |                 |
| 3.7        | Informs all coaches of all conference and state rules and regulations.                                                                                                                                                                                                                                          |                      |               |                           |                 |
| 3.8        | Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.                                                                                                                                                                          |                      |               |                           |                 |
| 3.9        | Supervises and observes coaching and maintains proper rapport with coaches.                                                                                                                                                                                                                                     |                      |               |                           |                 |
| 3.10       | Provides a system of evaluation and professional growth of coaches.                                                                                                                                                                                                                                             |                      |               |                           |                 |
| 3.11       | Secures all needed personnel for the operation of the athletic program. Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.                                            |                      |               |                           |                 |
| 3.12       | Develops the operational budget and financial procedures for each sport. Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget. |                      |               |                           |                 |
| 3.13       | Procures and maintains equipment. Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.                                                |                      |               |                           |                 |

Source: Bluffton-Harrison Metropolitan School District  
 Adopted: August 3, 2015  
 Revised: May 17, 2021  
 Reviewed: May 16, 2022, May 15, 2023

|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 3.14 | Develops community relations; Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program. |  |  |  |  |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

## Domain 4: Core Professionalism

| Competency              | Meets Standard                                                                                                                                                                                                | Does not Meet Standard                                                                                                                                                                                     |  |  |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Attendance              | Individual has not demonstrated a pattern of unexcused absences                                                                                                                                               | Individual demonstrates a pattern of unexcused absences                                                                                                                                                    |  |  |
| On-Time Arrival         | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)      |  |  |
| Policies and Procedures | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)            | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) |  |  |
| Respect                 | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner                                                                   | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.                                                       |  |  |

Source: Bluffton-Harrison Metropolitan School District

Adopted: August 3, 2015

Revised: May 17, 2021

Reviewed: May 16, 2022, May 15, 2023

# **Bluffton-Harrison Metropolitan School District**

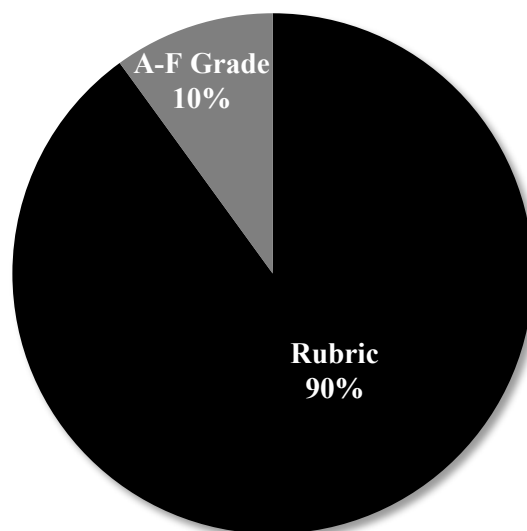
## **Athletic Director Evaluation Metrics**

**May 2023**



# BHMSD Athletic Director Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



## **LEADERSHIP OUTCOMES (90%):**

BHMSD Athletic Director Effectiveness Rubric (90%): This score is obtained from the evaluation rating from the BHMSD Athletic Director Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the athletic director's comprehensive rating.

## **STUDENT LEARNING DATA (10%):**

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the athletic director's comprehensive rating.

## **COMPUTING THE SCORE:**

|                                | Raw Score | x | Weight                             | Score |
|--------------------------------|-----------|---|------------------------------------|-------|
| Rubric Rating                  |           |   | .90                                |       |
| A-F Accountability Grade (DOE) |           |   | .10                                |       |
|                                |           |   | Comprehensive Effectiveness Rating |       |

## **SCALE:**

| Ineffective  | Improvement Necessary | Effective    | Highly Effective |
|--------------|-----------------------|--------------|------------------|
| 1.0 points → | 1.75 points →         | 2.5 points → | 3.5 - 4.0 points |

Note: Borderline points always round up

# Bluffton-Harrison Metropolitan School District

## Assistant Principal Effectiveness Rubric

May 2023



|           |                                                |
|-----------|------------------------------------------------|
| Source:   | Bluffton-Harrison Metropolitan School District |
| Adopted:  | April 8, 2013                                  |
| Revised:  | May 18, 2015, May 17, 2021                     |
| Reviewed: | May 16, 2022, May 15, 2023                     |

## Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

| Competency                      |                                                                                     | Highly Effective (4)                                                                                                                                                                                                                     | Effective (3)                                                                                                                                                                                                                                                                                                                                                         | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                      | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Mission &amp; Vision</b> |                                                                                     |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.1.1                           | <b>Contributes to the achievement of the mission &amp; vision</b>                   | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Catalyzes commitment to and vigorous pursuit of the school's vision &amp; mission</li> </ul>                                            | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Working through complex issues in ways that energize stakeholder commitment</li> <li>– Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</li> <li>– Translates the vision and mission into daily school practices</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Contributes individual capabilities to achieve essential objectives</li> <li>– Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</li> </ul>                                                                                                                    | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</li> <li>– Exhibits actions or behaviors that negatively affect stakeholder commitment</li> </ul>                                                                                                          |
| 1.1.2                           | <b>Assists the principal in hiring, developing and retaining effective teachers</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Provides the student management and/or instructional support necessary to develop and retain effective early career teachers</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Bases hiring recommendations primarily on the teacher's level of effectiveness</li> <li>– Takes specific actions to facilitate the development and retention of effective staff members</li> <li>– Aligns personnel recommendations with the vision and mission of the school</li> </ul>     | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations</li> <li>– Takes action steps that have a limited effective on the development and/or retention of effective teachers</li> <li>– Occasionally aligns the school's vision/mission to hiring recommendations</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations</li> <li>– Fails to take consistent steps to facilitate the development and/or retention of effective teachers</li> <li>– Fails to align hiring recommendations to the mission and vision of the school</li> </ul> |

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| Competency                          |                                       | Highly Effective (4)                                                                                                                                                                                                                                                                                                                  | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                           | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                   | Ineffective (1)                                                                                                                                                                                                                                                  |
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| <b>1.2 Human Capital Management</b> |                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                  |
| 1.2.1                               | <b>Observes professional practice</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented</li> <li>Differentiates the number of observations based on observed levels of teacher effectiveness</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Examines prior performance and student achievement data to inform observations and walkthroughs</li> <li>Accurately categorizes observed instructional practice</li> <li>Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal</li> </ul>                                       | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Frequently categorizes instructional practice inaccurately</li> <li>Conducts the minimum number of required observations, despite observed deficiencies in professional practice</li> <li>Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to conduct an adequate number of observations</li> <li>Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers</li> </ul>   |
| 1.2.2                               | <b>Provides actionable feedback</b>   | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Models desired actions or schedules opportunities for the teacher to learn from other teachers</li> </ul>                                                                                                                              | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops bite-sized action plans focused on the highest leverage teacher actions</li> <li>Provides a clear directions for how to do the most important tasks well</li> <li>Frequently follows up to ensure feedback is implemented with fidelity</li> </ul>                                                                                                                      | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>                                                                                                                        | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether</li> <li>Fails to develop action plans with teachers</li> </ul>                |
| 1.2.3                               | <b>Monitors student performance</b>   | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Develop teachers' collective ability to positively impact student learning</li> <li>Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs</li> </ul>            | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>Frequently follows up to ensure action plans are implemented with fidelity</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>Allows teachers to establish action steps that lack clarity or alignment to performance data</li> <li>Fails to frequently follow up to ensure proper implementation</li> </ul>                           | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Primarily analyzes data only after statewide achievement tests are complete</li> <li>Fails to identify action steps that are aligned with interim or classroom assessment data</li> </ul> |

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| 1.2.4 | <b>Demonstrates commitment to improve teacher performance</b> | <b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>Identifies and facilitates opportunities for teachers to share best practices</li> <li>Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>Provides individual assistant/coaching that is infrequent</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Disregards the need for individualized assistance/coaching</li> <li>Provides limited opportunities for teachers to engage in professional learning</li> </ul> |
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| Competency        | Highly Effective (4)                                         | Effective (3)                                                                                                                                                                                                | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Ineffective (1)                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                   |
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| 1.3 Talent Review |                                                              |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                   |
| 1.3.1             | <b>Assists the principal with the evaluation of teachers</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Ensures all evaluation processes and expectations are transparent and clear</li><li>– Allocates necessary time and resources to complete thorough, accurate and defensible evaluations</li><li>– Demonstrates the ability to identify individual teacher strengths and weaknesses</li><li>– Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated</li><li>– Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation</li><li>– Incorporates limited student data and evidence of teacher practice in evaluation ratings</li></ul> |

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## Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

| Competency                  | Highly Effective (4)                        | Effective (3)                                                                                                                                                                                                                                                                                                                   | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                           | Ineffective (1)                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |
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| 2.1 Professional Leadership |                                             |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |
| 2.1.1                       | Effectively communicates                    | <b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"><li>– Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals</li><li>– Maintains high visibility, accessibility, and establishes strong lines of communication</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns</li><li>– Uses appropriate communication methods and media</li><li>– Maintains appropriate visibility and accessibility to staff</li></ul>                       | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness</li><li>– Responds in an inconsistent manner to resolve expressed concerns</li></ul>                                                                    | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Fails to keep appropriate audiences informed</li><li>– Uses methods of communication that ineffective or inappropriate for the circumstance/audience</li></ul>          |
| 2.1.2                       | Reflects on practice and continually learns | <b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"><li>– Promotes a culture of self-reflection and continuous improvement</li><li>– Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement</li></ul>     | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Expresses willingness to learn and openly acknowledges areas for growth</li><li>– Learns from personal experiences and the actions/insights of others</li><li>– Establishes priorities and achieves action plans focused on high-leverage leadership competencies</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Expresses willingness to learn from others, but is reluctant to admit own short-comings</li><li>– Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Resists changes to personal or leadership behaviors</li><li>– Fails to consistently achieve professional growth goals as outlined in professional growth plan</li></ul> |
| 2.1.3                       | Demonstrates resiliency and persistence     | <b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"><li>– Engages staff and self in a continuous pursuit of professional growth and school improvement</li><li>– Anticipates problems and Confronts and solves problems that had yet to be successfully addressed</li></ul>                | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals</li><li>– Identifies action steps and leverages available resources to confront difficult problems</li></ul>                                          | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals</li></ul>                                                                                                                | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Reacts with visible frustration to challenging problems or setbacks</li><li>– Easily loses focus on improving student achievement</li></ul>                             |

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| 2.1.4 | <b>Monitors time and task management</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Prioritizes being an instructional leader above all else</li> <li>– Is a model of punctuality and timeliness in discharging his/her professional responsibilities</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Consistently allocates the time and resources necessary to achieve ambitious goals</li> <li>– Spends time on high leverage activities</li> <li>– Delegates applicable responsibilities to other staff and helps them achieve success in these activities</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions</li> <li>– Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Rarely protects time for instructional leadership priorities</li> <li>– Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals</li> </ul> |
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| Competency            | Highly Effective (4)                     | Effective (3)                                                                                                                                                                                                                                         | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                    |
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| 2.2 School Leadership |                                          |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                    |
| 2.2.1                 | <b>Maintains a culture of excellence</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Instills the daily habits necessary to create a culture of excellence</li><li>– Is unwavering in maintaining high expectations for everyone</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning</li><li>– Provides students and staff the support, time, and structures necessary to be successful</li><li>– Celebrates the accomplishments of others and proactively resolves performance issues</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture</li><li>– Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Fails to take the initiative to identify and recognize the accomplishments of others</li><li>– Consistently ignores staff or student performance issues</li></ul>                                                                          |
| 2.2.2                 | <b>Enhances teacher collaboration</b>    | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement</li></ul>                          | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school</li><li>– Holds collaborating teams accountable for achieving desired results</li></ul>                                                                                                             | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</li></ul>                                                                                                                                                                                                   | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Fails to provide teacher teams the support and/or resources necessary for to achieve desired results</li><li>– Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving</li><li>–</li></ul> |

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| 2.2.3 | <b>Supports a universal code of conduct</b>                  | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</li> </ul>        | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Coaches a culture of excellence through repeated practice and modeling of desired behaviors</li> <li>Consistently and fairly applies positive and negative consequences for behavior</li> <li>Promotes a predictable, safe learning environment through consistency of actions</li> </ul>                                                                                      | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Supports the maintenance of routines, procedures, and policies; but is primarily reactive</li> <li>Fails to consistently apply either positive and/or negative consequences for behavior</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Sends inconsistent messages about school policy</li> <li>Tolerates discipline violations and allows positive student and staff behavior to go unrecognized</li> </ul> |
| 2.2.4 | <b>Engage families and the community in student learning</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fosters partnerships with families, community agencies and/or the corporate sector</li> <li>Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs</li> <li>Assists the principal in securing cooperation from family and community members to support school improvement initiatives</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning</li> <li>Inconsistently engages established parents</li> </ul>            | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts</li> </ul>                                          |

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## Domain 3: Professional Development, Instructional Leadership & School Culture

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

| Competency                   |                                                     | Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                       | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                              | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                 | Ineffective (1)                                                                                                                                                                                                                                      |
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| 3.1 Professional Development |                                                     |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |
| 3.1.1                        | Oversees school-wide professional development       | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Leverages teacher leaders to provide differentiated professional development opportunities based on individual need</li><li>– Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Uses student performance data and teacher evaluation results to develop a systemic plan for professional development</li><li>– Assists the principal in providing teachers and administrative team members differentiated professional development opportunities</li><li>– Monitors the impact of professional development on student learning and teacher effectiveness</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results</li><li>– Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Fails to provide regular professional development opportunities aligned to the staff's learning needs</li></ul>                                                              |
| 3.1.2                        | Builds productive professional learning communities | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>– Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement</li></ul>                                                                                                                                               | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations</li><li>– Assists teams in establishing priorities and developing ambitious and measurable goals</li><li>– Provides each team with the resources/support necessary for them to achieve their goals</li></ul>                                                  | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations</li><li>– Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability</li><li>– Provides inconsistent support to teams</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>– Places little emphasis on team composition</li><li>– Fails to hold teams accountable for establishing clear goals</li><li>– Provides little or no support to teams</li></ul> |

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| 3.1.3 | <b>Addresses teachers rated ineffective or improvement necessary</b>  | <b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan</li> </ul>        | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Assists the principal with the development of a remediation plan for teachers that <ul style="list-style-type: none"> <li>Focuses on highest leverage teacher actions</li> <li>Includes measurable goals and action steps</li> <li>Contains a timeline and system to monitor implementation</li> <li>Outlines consequences for failure to improve performance</li> </ul> </li> <li>Provides tools and the assistance/coaching necessary to improve performance</li> <li>Where appropriate, recommends termination of underperforming teachers using performance-based evidence</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance</li> <li>Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy</li> </ul>                                                                     |
| 3.1.4 | <b>Assists the principal with talent &amp; leadership development</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers</li> <li>Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles</li> <li>Provides meaningful support to emerging leaders in new teacher leadership roles</li> </ul>                                                                                                                                                                                                                                                       | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success</li> </ul>                                                                                                                | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Bases talent management decisions on personal preference rather than available data or demonstrated ability</li> <li>Fails to provide meaningful support to emerging leaders</li> </ul> |

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**Revised:** May 18, 2015, May 17, 2021  
**Reviewed:** May 16, 2022, May 15, 2023

| Competency                                                   |                                             | Highly Effective (4)                                                                                                                                                                                                                                                                                                                              | Effective (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Improvement Necessary (2)                                                                                                                                                                                                                                                                                                                                                                                                      | Ineffective (1)                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.2 Student Culture, Management, and Support Services</b> |                                             |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3.2.1                                                        | <b>Implements effective school policies</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Institutes operational procedures designed and managed to maximize opportunities for successful student learning</li> </ul>                                                                                                                      | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner</li> <li>– Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem</li> <li>– Develops all stakeholders' understanding of school policies and their consequences</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Establishes and implements school policies, processes, and routines, but enforcement is inconsistent</li> <li>– Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance</li> <li>– Develops student and staff understanding of school policies and their consequences</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Inadequately develops stakeholders understanding of school policies and/or consequences</li> <li>– Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school</li> <li>– Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner</li> </ul> |
| 3.2.2                                                        | <b>Monitors school culture</b>              | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices</li> </ul>                                                                                      | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions</li> <li>– Uses the data to engage stakeholders in a process of continuous improvement</li> </ul>                                                                                                                   | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement</li> </ul>                                                                                                                                              | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Rarely uses data to evaluate effectiveness of interventions</li> </ul>                                                                                                                                                                                                                                                                                                        |
| 3.2.3                                                        | <b>Enhances a positive school culture</b>   | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy</li> <li>– Demonstrates the ability to positively impact student achievement and culture</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times</li> <li>– Challenges low expectations and holds all persons accountable for observing agreed upon procedures</li> <li>– Assists teachers with the implementation of effective classroom management plans</li> </ul>                                                  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Consistently applies positive and negative consequences for behavior</li> <li>– Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</li> </ul>                                                                                                                                    | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Inconsistently implements the student code of conduct</li> <li>– Allows irresponsible student behavior</li> </ul>                                                                                                                                                                                                                                                             |

Source: Bluffton-Harrison Metropolitan School District  
Adopted: April 8, 2013  
Revised: May 18, 2015, May 17, 2021  
Reviewed: May 16, 2022, May 15, 2023

|           |                                       |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.2.<br>4 | <b>Provides effective supervision</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Volunteers to assist at school events and or functions to which he/she is not directly assigned</li> </ul>                                                            | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>                                                                                        | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>                                                                                                                                                                              | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Rarely engages with students, parents, and or community members</li> <li>Fails to maintain high visibility at supervisory functions</li> </ul>                                                                                                                                                                                                                                                      |
| 3.2.<br>5 | <b>Supports student services</b>      | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures all students have access to educational opportunities/services that meet their learning needs</li> <li>Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met</li> <li>Collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner</li> <li>Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met</li> <li>Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)</li> <li>Fails to ensure the social, emotional, academic, and behavioral needs of each student are met</li> <li>Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul> |

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** April 8, 2013  
**Revised:** May 18, 2015, May 17, 2021  
**Reviewed:** May 16, 2022, May 15, 2023

# **Bluffton-Harrison Metropolitan School District**

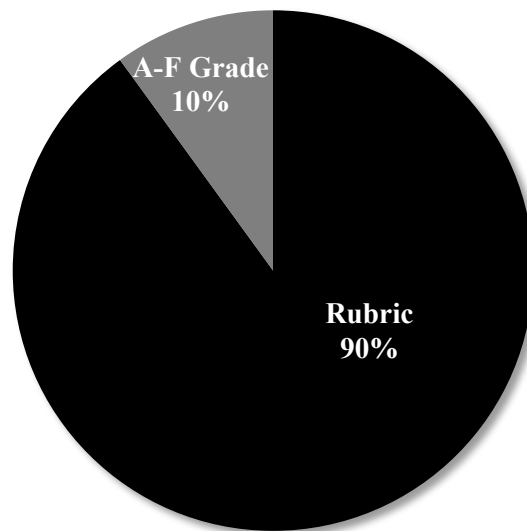
## **Assistant Principal Evaluation Metrics**

May 2023



# BHMSD Assistant Principal Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



## LEADERSHIP OUTCOMES (90%):

BHMSD Assistant Principal Effectiveness Rubric (90%): This score is obtained from the evaluation rating from the BHMSD Assistant Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the assistant principal's comprehensive rating.

## STUDENT LEARNING DATA (10%):

A-F Accountability Grade (10%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the assistant principal's comprehensive rating.

## COMPUTING THE SCORE:

|                                | Raw Score | x | Weight                             | Score |
|--------------------------------|-----------|---|------------------------------------|-------|
| Rubric Rating                  |           |   | 0.90                               |       |
| A-F Accountability Grade (DOE) |           |   | 0.10                               |       |
|                                |           |   | Comprehensive Effectiveness Rating |       |

## SCALE:

| Ineffective  | Improvement Necessary | Effective    | Highly Effective |
|--------------|-----------------------|--------------|------------------|
| 1.0 points → | 1.75 points →         | 2.5 points → | 3.5 - 4.0 points |

Note: Borderline points always round up

## EVALUATION OF CLASSIFIED EMPLOYEE PERFORMANCE

Effective evaluation of classified employees is one of the keys to the successful operation of the school district. As is the case with certified staff, the focus of the evaluation program shall be placed on improved performance and growth of the classified employee. Each classified employee shall be evaluated at least once annually by his/her supervisor identified in the employee's job description. Frequent communication between the employee and the supervisor is essential to the process.

### A. Time Sequence for Classified Employee Evaluation Process

1. By the end of September each classified employee will have an initial meeting with his/her supervisor, at which the purpose and format of the process will be discussed. Job descriptions will be reviewed and specific goals set.
2. By the end of the employee's service days, supervisors will have completed an evaluation form and conducted a meeting with each employee to discuss the employee's performance and the supervisor's recommendations.
3. Recommendations will be reviewed by building principals, modified if appropriate, and submitted to the superintendent.
4. Any recommendations for punitive action, including nonrenewal, will be discussed with the Board of School Trustees prior to any final action. The following legal resources will be utilized prior to any final recommendation for punitive action.
  - a. The school attorney.
  - b. Indiana School Boards Association attorneys.
  - c. The ISBA Discharge Manual.
  - d. The most current publication of Indiana School Laws and Rules.

### B. Definitions of Evaluation Classifications

1. Highly Effective: The employee's overall performance consistently exceeds expectations.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** April 11, 1985  
**Revised:** October 9, 1986, June 26, 2000, February 10, 2020  
**Reviewed:** March 15, 2021

2.     Effective: The employee performs satisfactorily and often exceeds expectations.
3.     Improvement Necessary: The employee performs below satisfactory level in one or more areas. The employee often needs direction from his/her supervisor.
4.     Ineffective: The employee is unable to deal with the expectations for his/her assignment and frequently fails to respond to directions from his/her supervisor.

The requirement for one annual evaluation is a minimal requirement. If a supervisor evaluates an employee as ineffective in any of the evaluation categories, more frequent evaluations may be scheduled.

The BHMSD Bus Driver evaluation tool utilizes the following:

1.     Meets Expectations
2.     Improvement Necessary
3.     Below Expectations

These categories best meet the needs of the transportation department.

**Source:**        **Bluffton-Harrison Metropolitan School District**  
**Adopted:**     **April 11, 1985**  
**Revised:**     **October 9, 1986, June 26, 2000, February 10, 2020**  
**Reviewed:**    **March 15, 2021**

# **Bluffton-Harrison Metropolitan School District**

## **Assistant Superintendent Effectiveness Rubric**

**May 2023**



**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** November 16, 2015

**Revised:** May 17, 2021

**Reviewed:** May 16, 2022, May 15, 2023

## Domain 1: Human Capital Manager

| 1.1 Leadership<br>The administrator leads and manages department by effectively hiring, supervising and evaluating staff in a timely and productive manner. |                                                                                                    |                                                                                                                                          |                                                                                                |                                                                                                      |                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Indicator                                                                                                                                                   |                                                                                                    | Highly Effective (4)                                                                                                                     | Effective (3)                                                                                  | Improvement Necessary (2)                                                                            | Ineffective (1)                                                                                |
| 1.1.1                                                                                                                                                       | The administrator effectively leads and manages department.                                        | The administrator consistently leads and manages department and builds capacity in others.                                               | The administrator consistently leads and manages department.                                   | The administrator occasionally manages and leads department.                                         | The administrator rarely manages or leads department.                                          |
| 1.1.2                                                                                                                                                       | The administrator effectively recruits, hires, assigns and retains staff who are service oriented. | The administrator consistently recruits, hires, assigns and retains staff who are service oriented.                                      | The administrator usually recruits, hires, assigns and retains staff who are service oriented. | The administrator occasionally recruits, hires, assigns and retains staff who are service oriented.  | The administrator rarely recruits, hires, assigns and retains staff who are service oriented.  |
| 1.1.3                                                                                                                                                       | The administrator effectively evaluates staff in a timely manner.                                  | The administrator consistently evaluates staff on time and offers areas of growth and improvement.                                       | The administrator consistently evaluates staff.                                                | The administrator evaluates staff but not always in a timely manner.                                 | The administrator does not evaluate staff in a timely manner.                                  |
| 1.1.4                                                                                                                                                       | The administrator meets deadlines.                                                                 | The administrator always meets deadlines.                                                                                                | The administrator meets most deadlines.                                                        | The administrator is late more than on time for deadlines.                                           | The administrator rarely meets deadlines.                                                      |
| 1.1.5                                                                                                                                                       | The administrator plans and executes professional development opportunities.                       | The administrator consistently plans and executes department based professional development opportunities and builds capacity in others. | The administrator consistently plans and executes department based professional development.   | The administrator occasionally plans and executes department based professional development.         | The administrator rarely plans or executes department based professional development.          |
| 1.2 Interpersonal Skills<br>The administrator motivates staff creating a positive working and learning environment.                                         |                                                                                                    |                                                                                                                                          |                                                                                                |                                                                                                      |                                                                                                |
| Indicator                                                                                                                                                   |                                                                                                    | Highly Effective (4)                                                                                                                     | Effective (3)                                                                                  | Improvement Necessary (2)                                                                            | Ineffective (1)                                                                                |
| 1.2.1                                                                                                                                                       | The administrator positively motivates staff.                                                      | The administrator consistently motivates staff in positive ways.                                                                         | The administrator usually motivates staff in positive ways.                                    | The administrator occasionally motivates staff in positive ways.                                     | The administrator rarely motivates staff in positive ways.                                     |
| 1.2.2                                                                                                                                                       | The administrator creates a positive working and learning environment.                             | The administrator consistently creates a positive working and learning environment.                                                      | The administrator creates a positive working and learning environment.                         | The administrator occasionally creates a positive working and learning environment.                  | The administrator rarely creates a positive working and learning environment.                  |
| 1.2.3                                                                                                                                                       | The administrator uses sensitivity, tactfulness and integrity when working with others.            | The administrator consistently uses sensitivity, tactfulness and integrity when working with others.                                     | The administrator uses sensitivity, tactfulness and integrity when working with others.        | The administrator occasionally uses sensitivity, tactfulness and integrity when working with others. | The administrator rarely uses sensitivity, tactfulness and integrity when working with others. |

## Domain 2: Performance

| <b>2.1 Problem Solving Ability</b>                                                                                                      |                                                                                                     |                                                                                                                                             |                                                                                                               |                                                                                                          |                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>The administrator anticipates and solves problems while effectively facilitating necessary change.</b>                               |                                                                                                     |                                                                                                                                             |                                                                                                               |                                                                                                          |                                                                                        |
| <b>Indicator</b>                                                                                                                        |                                                                                                     | <b>Highly Effective (4)</b>                                                                                                                 | <b>Effective (3)</b>                                                                                          | <b>Improvement Necessary (2)</b>                                                                         | <b>Ineffective (1)</b>                                                                 |
| <b>2.1.1</b>                                                                                                                            | <b>The administrator anticipates and solves problems.</b>                                           | The administrator consistently anticipates and solves problems and builds the capacity in others.                                           | The administrator anticipates and solves problems.                                                            | The administrator reacts to and solves problems.                                                         | The administrator mostly reacts to and rarely solves problems.                         |
| <b>2.1.2</b>                                                                                                                            | <b>The administrator builds consensus prior to implementing change.</b>                             | The administrator consistently builds consensus with all stakeholders prior to implementing change.                                         | The administrator builds consensus with most stakeholders prior to implementing change.                       | The administrator builds consensus but not with a majority of stakeholders prior to implementing change. | The administrator rarely builds consensus prior to implementing change.                |
| <b>2.2 Communication Skills</b>                                                                                                         |                                                                                                     |                                                                                                                                             |                                                                                                               |                                                                                                          |                                                                                        |
| <b>The administrator effectively communicates and interacts with the administrative team, staff, and building level administrators.</b> |                                                                                                     |                                                                                                                                             |                                                                                                               |                                                                                                          |                                                                                        |
| <b>Indicator</b>                                                                                                                        |                                                                                                     | <b>Highly Effective (4)</b>                                                                                                                 | <b>Effective (3)</b>                                                                                          | <b>Improvement Necessary (2)</b>                                                                         | <b>Ineffective (1)</b>                                                                 |
| <b>2.2.1</b>                                                                                                                            | <b>The administrator effectively communicates and interacts with the administrative team.</b>       | The administrator consistently and effectively communicates and interacts with the administrative team contributing to discussions.         | The administrator consistently and effectively communicates and interacts with the administrative team.       | The administrator occasionally communicates and interacts with the administrative team.                  | The administrator rarely communicates or interacts with the administrative team.       |
| <b>2.2.2</b>                                                                                                                            | <b>The administrator effectively communicates and interacts with staff.</b>                         | The administrator consistently and effectively communicates and interacts with staff using active listening skills.                         | The administrator consistently and effectively communicates and interacts with staff.                         | The administrator occasionally communicates and interacts with staff.                                    | The administrator rarely communicates or interacts with staff.                         |
| <b>2.2.3</b>                                                                                                                            | <b>The administrator effectively communicates and interacts with building level administrators.</b> | The administrator consistently and effectively communicates and interacts with building level administrators using active listening skills. | The administrator consistently and effectively communicates and interacts with building level administrators. | The administrator occasionally communicates and interacts with building level administrators.            | The administrator rarely communicates or interacts with building level administrators. |

| 2.3 Administrative Performances                                                                                                                    |                                                                                                                    |                                                                                                                |                                                                                                             |                                                                                                                           |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| The administrator supports the corporation mission and vision by coordinating and prioritizing department needs with the larger corporation needs. |                                                                                                                    |                                                                                                                |                                                                                                             |                                                                                                                           |                                                                                                                   |
| Indicator                                                                                                                                          |                                                                                                                    | Highly Effective (4)                                                                                           | Effective (3)                                                                                               | Improvement Necessary (2)                                                                                                 | Ineffective (1)                                                                                                   |
| 2.3.1                                                                                                                                              | <b>The administrator supports the corporation mission and vision.</b>                                              | The administrator consistently supports the corporation mission and vision which drives decisions.             | The administrator supports the corporation mission and vision.                                              | The administrator occasionally supports the corporation mission and vision.                                               | The administrator rarely supports the corporation mission and vision.                                             |
| 2.3.2                                                                                                                                              | <b>The administrator coordinates and prioritizes department needs with the larger corporation needs.</b>           | The administrator consistently coordinates and prioritizes department needs with the larger corporation needs. | The administrator coordinates and prioritizes department needs with the larger corporation needs.           | The administrator occasionally coordinates and prioritizes department needs with the larger corporation needs.            | The administrator rarely coordinates or prioritizes department needs with the larger corporation needs.           |
| 2.3.3                                                                                                                                              | <b>The administrator organizes and manages time toward department level event or project completion.</b>           | The administrator consistently organizes and manages time toward department level event or project completion. | The administrator organizes and manages time toward department level event or project completion.           | The administrator occasionally organizes and manages time toward department level event or project completion.            | The administrator rarely organizes or manages time toward department level event or project completion.           |
| 2.3.4                                                                                                                                              | <b>The administrator is dependable, creative and willing to assume additional responsibilities when requested.</b> | The administrator is consistently dependable, creative and seeks out additional responsibilities.              | The administrator is dependable, creative and willing to assume additional responsibilities when requested. | The administrator is occasionally dependable, creative, and willing to assume additional responsibilities when requested. | The administrator is rarely dependable, creative or willing to assume additional responsibilities when requested. |

# **Bluffton-Harrison Metropolitan School District**

## **Assistant Superintendent Evaluation Metrics**

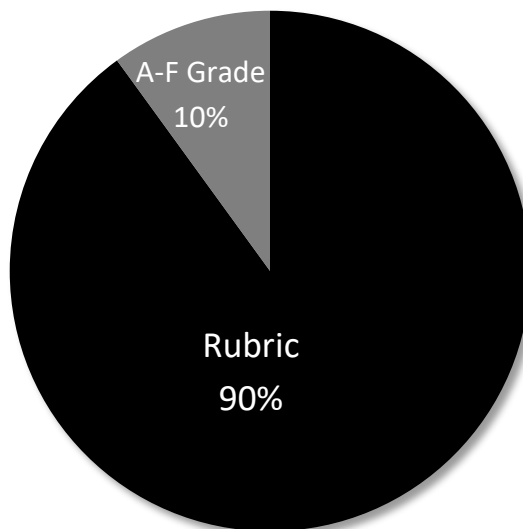
**May 2023**



Bluffton-Harrison Metropolitan School District  
Adopted: November 16, 2015  
Revised: May 17, 2021  
Reviewed: May 16, 2022, May 15, 2023

# BHMSD Assistant Superintendent Evaluation Metrics

90% Leadership Outcomes, 10% A-F Grade



## **LEADERSHIP OUTCOMES (90%):**

**BHMSD Assistant Superintendent Effectiveness Rubric (90%):** This score is obtained from the evaluation rating from the BHMSD Assistant Superintendent Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the Assistant Superintendent's comprehensive rating.

## **STUDENT LEARNING DATA (10%):**

**A-F Accountability Grade (10%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 10% of the Assistant Superintendent's comprehensive rating.

## **COMPUTING THE SCORE:**

|                                | Raw Score | x | Weight                             | Score |
|--------------------------------|-----------|---|------------------------------------|-------|
| Rubric Rating                  |           |   | 0.90                               |       |
| A-F Accountability Grade (DOE) |           |   | 0.10                               |       |
|                                |           |   | Comprehensive Effectiveness Rating |       |

## **SCALE:**

| Ineffective  | Improvement Necessary | Effective    | Highly Effective |
|--------------|-----------------------|--------------|------------------|
| 1.0 points □ | 1.75 points □         | 2.5 points □ | 3.5 - 4.0 points |

Note: Borderline points always round up

## **NEWS MEDIA SERVICES AT BOARD MEETINGS**

The Board of School Trustees believes that one of the paramount responsibilities of a Board is to keep the public informed of its deliberations, policies, and actions; therefore, the Board encourages the attendance of media representatives at all meetings except executive sessions.

1. A copy of the agenda will be sent in advance to media organizations who have requested notification. Additionally, all reports approved by the Board shall be considered matters of public record and shall also be made available to the media upon request. However, reports in progress and on which the Board has taken no final action shall be released only upon the Board's authority as "tentative reports."
2. A media desk provided with an extra copy of the agenda and explanatory agenda background materials shall be located near the Board's table to enable reporters to follow discussion without difficulty.
3. When individual Board members receive requests from news media representatives for information about Board meetings, members shall refer the information seekers to the Board president, who shall be the spokesman for the Board, except as he/she specifically delegates this responsibility to others.
4. The superintendent shall be authorized to release information of Board actions to interested citizens and members of the news media.

In the event that representatives of the news media are unable to attend the meeting, they shall be provided upon request with a summary of important Board actions or a copy of the completed minutes. Requests should be made to the superintendent's office.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** May 24, 1997  
**Revised:** March 28, 1985, March 22, 1999  
**Reviewed:** March 15, 2021

## **TEMPORARY ADMINISTRATIVE ARRANGEMENTS**

In any organization, it is important that the responsibility for decision making be clearly delineated. This is particularly true if the superintendent, for one reason or another, is unavailable. In these cases, the Assistant Superintendent is delegated both the authority and responsibility to operate the school district.

The superintendent shall make his or her whereabouts known to the central office staff at all times. If the superintendent leaves the district, he or she shall make an effort to communicate his or her itinerary to the secretary, who, in turn, shall inform others who need to know. In case of a bona fide emergency, an effort will be made to notify the superintendent of the situation. If the superintendent cannot be reached, the responsibility and the authority to act for the district shall fall to the Assistant Superintendent.

In the event that no central office administrator is available, the responsibility and the authority to act on behalf of the district shall fall to a building level administrator. The superintendent shall submit to the Board a listing of the order of succession of building administrators empowered to make corporate decisions in the absence of a central office administrator as outlined by the District's Organizational Chart. Any building principal designated to make corporate decisions should communicate extensively with the Board President.

In the event of serious illness or death of the superintendent, the Board President shall call a special meeting of the Board to determine what course the district should take at that time.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** May 10, 1977  
**Revised:** March 8, 1979, April 11, 1985, March 22, 1999, May 7, 2012, June 17, 2019  
**Reviewed:** July 19, 2021

## **GRANTS AND DONATIONS**

The School Board is duly appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

All accepted gifts, grants, or bequests shall be acknowledged by the Board. Funds received by the Board from gifts, grants, or bequests shall be deposited at the Corporation if funds are greater than \$1,000.00. For gifts, grants, or bequests funding of \$1,000.00 or less, the funds shall be deposited in the school building's accounts in which a majority of the activity, program, or purpose of the gift, grant, or bequest is to take place. The Superintendent, or his/her designee, may direct the deposit of gifts, grants, or bequests funding to the Corporation as necessary regardless of the funding amount. All accepted gifts, grants, or bequests must be depleted/fully expended within the calendar year received.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the Corporation as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Any equipment purchased by an organization for use in the school or at a Corporation-related event shall be submitted to the Board, prior to purchase, so it can determine if the Corporation would incur any liability by its use.

The Board reserves the right to not accept such liability and thus deny the use of the equipment by students or Corporation employees.

Legal I.C. 20-26-7-6 et seq.

## **SCHOOL PROPERTIES DISPOSAL PROCEDURE**

The superintendent shall be authorized to dispose of used books, materials and equipment deemed to be obsolete and/or worthless. Property may be considered worthless or of no market value if the value of the property is less than the estimated costs of conducting a sale.

Disposal shall be by one or more of the following methods:

- a) trade-in on new purchases;
- b) public sale or auction on an individual or collective basis;
- c) exploring all available recycling options;
- d) donation to an approved charity or not-for-profit organization;
- e) disposal in the most environmentally sensitive means.

Obsolete materials may not be sold to members of the Board or employees of the school district unless such sale occurs through a public process.

**Source:** Bluffton-Harrison Metropolitan School District  
**Legal Reference:** I.C. 5-22-22-8  
**Adopted:** January 27, 2003  
**Reviewed:** October 12, 2021

## **SUICIDE AWARENESS AND PREVENTION ADMINISTRATIVE REGULATIONS GUIDELINES**

### **Parental Notification and Involvement**

If a staff member becomes aware of a suicide attempt by a student that is in progress, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school Suicide Prevention Coordinator and building principal.

If a student contacts a staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practically possible by the principal, designee, or mental health professional.

If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on limiting the child's access to mechanisms for carrying out a suicide attempt.

Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or mental health professional will assess whether there is a further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay must be documented.

### **Postvention**

1. Development and Implementation of an Action Plan.

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a) Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: May 14, 2018**  
**Revised: Dec. 14, 2020**  
**Reviewed: Oct. 12, 2021**

police department. Even when a case is perceived as being an obvious suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide, but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- b) Assess the situation. The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide.
- c) Share information. Before the death is officially classified as a suicide, the death should be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. The crisis team may prepare a letter with the input and permission from the student's parent or guardian to send home with students that include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d) Avoid suicide contagion. It should be explained to staff that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. The crisis team will review suicide warning signs and procedures for reporting students who generate concern with the staff.
- e) Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of counseling. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

## 2. External Communication

The building principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the district Suicide Prevention Coordinator and superintendent informed of school actions relating to the death.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: May 14, 2018**  
**Revised: Dec. 14, 2020**  
**Reviewed: Oct. 12, 2021**

- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about the victim's motivation, means of suicide, or personal family information.
- c) Answer all media inquiries.

If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, and not to describe the method of suicide. They should also be encouraged not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

### **In-School Suicide Attempts**

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the student.
5. The mental health professional or building principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the building principal or school Suicide Prevention Coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

### **Re-Entry Procedure**

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A mental health professional or another designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: May 14, 2018**  
**Revised: Dec. 14, 2020**  
**Reviewed: Oct. 12, 2021**

2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: May 14, 2018**  
**Revised: Dec. 14, 2020**  
**Reviewed: Oct. 12, 2021**

## **EMERGENCY CLOSINGS**

In the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel, the superintendent is empowered to close district schools, to delay opening schools, or to dismiss schools early. Because public education is one of the principal functions of the Board and should be maintained at a normal level except in extreme circumstances, any decision to close school or adjust the length of the school day should be the result of careful consideration. While it may be prudent under certain circumstances to close school, to delay the opening, or to dismiss early, administration has the responsibility to provide as much administrative, supervisory, and operational activity as may be possible under adverse circumstances. Therefore, if conditions affect only a single school, only that school will be closed. Schools may not be closed merely to avoid inconvenience.

### **REGULAR SCHOOL DAY**

In making the decision to close schools or to modify the length of the school day, the superintendent or his/her designee shall consider several factors relating to a fundamental concern for the safety and health of students:

1. General weather conditions.
2. Driving, traffic, and parking conditions affecting transportation.
3. Actual occurrence or imminent probability of any emergency condition which would make the operation of schools difficult or dangerous.

The superintendent or his/her designee shall weigh these and any other relevant factors and may take action to close the schools or modify the schedule after consultation, when applicable, with highway authorities, law enforcement agencies, members of the Superintendent's Cabinet, selected bus drivers, and school officials from neighboring districts. Building administration shall inform parents and staff each school year of the procedures which will be used to notify them in case of emergency closing.

Whenever the superintendent is absent from the school district, his/her designee, pursuant to Board Policy CI on Temporary Administrative Arrangements, shall be empowered to close the district schools following the aforementioned policy guidelines.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** February 22, 1977  
**Revised:** April 25, 1985, March 22, 1999  
**Reviewed:** January 10, 2000, November 15, 2021

### EXTRACURRICULAR ACTIVITIES

The superintendent or his/her designee must display the same regard for health and safety in any decision about extracurricular activities on the day of a closing or an early dismissal. It is possible that school may be closed in the morning for weather and still improve significantly by afternoon. In such cases the superintendent or his/her designee should arrive at a decision utilizing input from the same human resources in the manner described above. If, however, a maximum level snow emergency has been declared, the superintendent or his/her designee must prohibit all extracurricular activities.

A decision to allow extracurricular activities on a day when school has been dismissed early or canceled should be accompanied by generally supportive input from the human resources described above, together with improved weather and road conditions. The superintendent or his/her designee should ask the following question: "If I were making this decision in the morning, would I send our students to school or cancel?" If the answer is "cancel," no extracurricular activities should be allowed.

If weather or road conditions are marginal, the superintendent or his/her designee shall have the authority to approve some extracurricular activities while denying others. Individual circumstances shall be the basis for these judgments.

When a decision is made to allow extracurricular activities under the conditions described above, no student shall be penalized in any way if the student or his/her parents believe that weather or road conditions are too hazardous for safe travel.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** February 22, 1977  
**Revised:** April 25, 1985, March 22, 1999  
**Reviewed:** January 10, 2000, November 15, 2021

## **EMERGENCY CLOSING GUIDELINES**

The superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. The following series of general statements will be considered or in force when such closing is under consideration or in effect.

1. Because the regular operation of school is important to the effectiveness of the educational program, it is to be assumed that schools will be in session on every regular school day.
2. Unless there is a public announcement that school is to be closed or delayed, teachers and staff members should make a determined effort to be at their place of duty.
3. If the determination is made to close or delay school, a public announcement will be issued either by the superintendent or his designee. All stakeholders and employees will be notified via the district's mass communication system.
4. Students and parents should be informed to receive their public announcements of school closings and delays via the broadcast media and the automated school messaging system. Calls to school offices and to administrative personnel should be discouraged because telephone lines must be kept open for service during a period of emergency.
5. Effort will be made to determine school closings in advance and notification given so that students and parents may make appropriate arrangements.
6. An emergency in one building or in one service area may cause that facility to be closed; however, all other parts of the school district operations will continue on a regular schedule.
7. Problems caused by an emergency will be solved as quickly as possible by those responsible and through patience, cooperation and understanding on the part of all concerned.
8. Individual consideration will be given for any student absent when his or her regular bus fails to meet the route schedule because of unusual weather conditions. The building principal will make this determination.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** February 22, 1977  
**Revised:** April 25, 1985, December 30, 1987, January 24, 2000, August 27, 2007  
May 7, 2012, December 13, 2021

**USE OF FACE MASKS  
Pandemic/Epidemic Events**

The Board of Trustees of the Bluffton-Harrison Metropolitan School District recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the school corporation is affected by a pandemic/epidemic outbreak. At all times the health, safety, and welfare of the students shall be the first priority.

**Planning and Coordination**

The Superintendent shall designate one or more staff members to serve as a liaison between the school corporation and local and state health officials. This designee is responsible for communicating with health officials to identify local hazards, determine what crisis plans exist in the school corporation and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school corporation.

With fiscal concerns in mind, the School Corporation may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to: disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the emergency closure or reopening of schools in the event of a pandemic/epidemic outbreak. For the reopening of schools, the plan must address the use of personal protection equipment such as face masks, other face coverings, hand sanitizers, and gloves.

**Use of Face Coverings and Masks**

When the emergency plan for pandemics or epidemics including provisions for continued or returning instructional activities wherein students and staff will be in school buildings, the plan's provisions concerning the use of face masks by students and staff will be followed. To the extent it can obtain supplies, the School Corporation will provide face coverings or masks to students and employees who do not have their own face covering or mask.

When face masks or face coverings are provided through state or federal agencies, the students will not be charged a fee for use of the face masks.

ISBA Code 2701

## **STUDENT CONDUCT ON SCHOOL BUSES**

Parents of students who are provided transportation within the Bluffton-Harrison Metropolitan School District have the responsibility of supervision of the student until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus--and only at that time--does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require children to conduct themselves on the bus in a manner consistent with established school conduct standards. The school bus driver has the same authority and responsibility to maintain proper decorum as the regular classroom teacher.

In cases when a child does not conduct himself or herself properly on a bus, such instances are to be brought to the attention of the building Principal or Assistant Principal by the bus driver.

Children who become a serious disciplinary problem on the school bus may have their riding privileges revoked. If riding privileges are removed, the parents of the child involved become responsible for seeing that their child gets to and from school safely.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** May 10, 1977  
**Revised:** April 25, 1985  
**Reviewed:** January 10, 2000, December 13, 2021  
**Revised:** November 12, 2001

## **SCHOOL BUS RULES AND REGULATIONS FOR STUDENTS GUIDELINES**

School bus drivers are to have disciplinary control of all students who ride a school bus. The driver's responsibility begins when a student boards the bus and ends when the student departs. The driver shall keep order and maintain discipline among the students while they are in the bus; shall treat all students in a civil manner; shall see that no student is imposed upon or mistreated; and shall exercise every care for the safety of the students under his or her charge. School bus drivers shall make certain the following regulations are observed by all student passengers:

1. Each student shall take a seat in the place assigned by the driver immediately upon entering the bus.
2. Students shall not stand or move from place to place during the trip.
3. Loud, boisterous or profane language, indecent conduct or smoking shall not be tolerated.
4. Students shall not be allowed to tease, scuffle, trip, hold, hit, or use their hands, feet or body in any objectionable manner.
5. No windows or doors shall be opened or closed except with permission of the bus driver.
6. No student shall enter or leave the bus until it has come to a full stop and the door has been opened by the driver.
7. The student should be waiting at his or her boarding station when the school bus arrives. In case of an emergency causing late arrival by the student at his or her station, the school bus driver will be required to wait no longer than three minutes after the scheduled time for arrival at the student's station. If the school bus driver is already three minutes late, he or she need not wait.
8. Eating or drinking is not permitted on the school bus.
9. Permission to ride any bus other than the one assigned must be approved by the transportation director, building administrator or designee, and only applicable to a regular ongoing situation.
10. Upon recommendation of the bus driver, school authorities may deny the privilege of riding on the school bus to any student who refuses to conduct himself or herself in a gentlemanly or ladylike manner on the bus.

**Source:** Bluffton-Harrison Metropolitan School District  
**Revised:** April 25, 1985, August 27, 2007  
**Reviewed:** January 10, 2000, December 13, 2021

**ALCOHOL AND CONTROLLED SUBSTANCE TESTING POLICY  
FOR PRESCHOOL EMPLOYEES**

It is the purpose of this policy to encourage an enlightened viewpoint toward alcoholism and other drug dependencies as behavioral/medical problems which can be treated. At the same time, the Board of School Trustees of Bluffton-Harrison Metropolitan School District is concerned about the adverse effects of alcohol or other drug use on employee performance, health and safety. Preschool staff are expected and required to be in suitable mental and physical condition while at work, performing their jobs satisfactorily and behaving appropriately. When the use of alcohol and other drugs interfere with such expectations, an employee's failure to meet these basic expectations will result in disciplinary actions.

The Board of School Trustees for Bluffton-Harrison Metropolitan School District recognizes the critical and growing problem alcohol and controlled substance abuse poses to students. It is the policy of the school corporation to provide and maintain a safe, healthy and productive work environment. This policy applies to all preschool staff, and applicants for preschool positions for the school corporation.

The use, possession, sale, purchase or transfer of any controlled substances except medically prescribed drugs on school property, while on school business is prohibited. Drinking alcoholic beverages during working hours six (6) hours before reporting to work or having any measurable amount of alcohol in his/her system during working hours is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is prohibited to the extent it affects an employee's performance and his/her ability to pass random alcohol and controlled substance tests. Any violation of this policy is grounds for termination.

Since physician-directed use of drugs can affect behavior and performance, preschool staff are encouraged to advise their supervisor whenever they are taking drugs for medical reasons. When such use of drugs adversely affects job performance or safety, it is in the best interest of the staff member, co-workers, and the school corporation that the staff member takes sick days, or, if necessary, unpaid leave, in accordance with the school corporation's leave policies.

Bluffton-Harrison Metropolitan School District reserves the right to terminate any staff member who violates the School Corporation's Alcohol and Controlled Substance Testing Policy for Preschool Employees. Employees who are convicted for alcohol or drug-related charges may be subject to School Corporation disciplinary action, up to and including termination. The School Corporation may offer the employee (at the employee's expense) the opportunity to receive appropriate treatment. When the School Corporation makes such an effort and the employee rejects assistance or demonstrates a lack of serious commitment to overcoming the problem and

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

achieving a satisfactory level of performance, attendance or behavior, then termination will result.

Confidentiality

Any information concerning an employee's drug or alcohol abuse will be available only to members of the administration and legal council whom the School Corporation believes should be aware of this information. Unless otherwise required by law, this information will not be disclosed by the School Corporation to any other employer, organization or individual without the employee's written consent.

The execution and enforcement of this policy will follow set procedures to screen body fluids, conduct breath testing, and/or search all employee/applicants for alcohol and drug use, and those employees suspected of violating this policy or who are periodically or randomly selected pursuant to this policy. The procedures are designed not only to detect violations of this policy but also to ensure fairness to each employee. Disciplinary action will be taken as necessary.

The Superintendent is authorized to implement this policy and program, including a periodic review of the program to address any problems, changes, and/or revisions of it, maintenance of all records required by the federal regulations, and determination upon Board approval of how the program will be accomplished, whether in-house, contracted, or by consortium.

The Elementary Principal is responsible for communicating this policy to all preschool staff and is accountable for its consistent enforcement. The Superintendent is designated to answer questions about this policy and all other matters involved in alcohol and controlled substance testing of preschool staff.

## **TESTING OF PRESCHOOL EMPLOYEES**

All preschool staff will be tested for alcohol and drugs in accordance with the following approved procedures when directed by the Superintendent. Preschool staff will be tested under the following guidelines:

A. Pre-Employment

Under no circumstances will an individual be placed on the payroll without proof of a successful completion of a drug test. Any individual who refuses to submit to such a test, or has a positive controlled substance test result will not be considered for employment with the school corporation.

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: April 17, 2023**

**B. Random**

The school corporation will conduct random drug and alcohol tests. The corporation will submit all preschool employees' names to a random selection system. Random selections will be spread throughout the year. The corporation will drug test 50% of the number of employees in each calendar year. The corporation will alcohol test 10% of the number of employees in each calendar year. If an employee is selected at random for either test, the Elementary Principal will notify the employee. Once the employee is notified, he/she must proceed to the designated collection site immediately. If the employee does not go to the collection site as soon as possible after notification, such may be considered a refusal to test.

**C. Reasonable Suspicion**

The School Corporation is required to test for the use of alcohol and controlled substances upon "reasonable suspicion". A reasonable suspicion test is required when based upon specific, contemporaneous, and articulable observation concerning the behavior, speech, body odor, or appearance of an employee while on duty are indicative of the use of alcohol and/or controlled substances.

Alcohol testing is authorized only if the observations are made during, just before, or just after the period of the workday of the employee. A written record shall be made of the observations leading to an alcohol and/or controlled substance test. This record is to be signed by the supervisor who made the observation.

If a reasonable suspicion alcohol test is not administered within two hours following the observations, the witness shall prepare and maintain on file a record stating the reasons the alcohol test was not administered promptly. In addition, if not administered within eight hours, all attempts to administer the test shall cease. A record shall be prepared and maintained stating why the alcohol test was not administered.

## **TESTING PROCEDURES**

The following testing procedures are to be strictly observed by any collection facility and/or laboratory contracted with by the school corporation in order to carry out its drug and alcohol testing program.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

Controlled substance testing procedures include the following:

1. Chain of Custody

Chain of custody is defined as procedures to account for the integrity of each urine specimen by tracking its handling and storage from point of specimen collection to final disposition of the specimen. These procedures will require an approved federal chain-of-custody form.

2. Preparation for Testing

- A. Use of tamper proof seal system designed in a manner that a specimen bottle top can be sealed against undetected opening and the bottle has a means for identification of the test subject, either by number or some other confidential manner.
- B. Use of shipping container in which one or more specimens and associated paper work may be transferred and which can be sealed and initialed to prevent undetected tampering.

3. Specimen Collection

Specimen collection will be done at collection sites designated by the School Corporation.

4. Laboratory Analysis

Laboratory analysis of all specimens collected will be done by DISA Indiana LLC under all federal guidelines.

## **CONTROLLED SUBSTANCE TESTING PROTOCOL**

### Urine Collection Procedures:

- 1. The testing procedure starts with the collection of a urine specimen.
- 2. Employees will be directed to empty their pockets and display the contents to the collector.
- 3. Employees will be allowed privacy during the collection process except as noted in number 4 below.
- 4. Observed collections are required if:
  - a. The specimen is determined invalid and there is no medical explanation.
  - b. The collector observes evidence of an employee's attempt to tamper with the specimen.
  - c. The temperature of the specimen is out of range.
  - d. The specimen appears to have been tampered with.

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: April 17, 2023**

5. As part of the collection process, the specimen provided will be split into two portions; a primary specimen and a secondary (split) specimen.
6. If the employee is unable to provide 45 ml of urine, the "shy bladder" rule will apply. The employee will have up to 3 hours to provide the required 45 ml, and may consume up to 40 ounces of fluids during this time period. The employee will be required to be monitored during the waiting period.
7. After collection, the specimen will be submitted to a SAMHSA certified laboratory for testing.

Laboratory Procedures:

Drug testing will be performed through urinalysis. Urinalysis will test for the presence **of the following drugs or classes of drugs:**

- 1. Marijuana metabolites;**
- 2. Cocaine metabolites;**
- 3. Amphetamines;**
- 4. Opioids; and**
- 5. Phencyclidine (PCP).**

The SAMHSA certified laboratory will perform initial screenings on all primary specimens. In the event that the primal specimen tests positive, a confirmation test of that specimen will automatically be performed. If the confirmatory test is positive, it will be reported to the Medical Review Officer (MRO) as a positive.

Validity Testing:

The laboratory must also perform validity testing on each specimen received. The purpose of validity testing is to determine whether certain adulterants or foreign substances were added to the urine, if the urine was diluted, or if the specimen was substituted. The following will be measured: creatinine level, specific gravity, and pH. In addition, all specimens will be tested for known adulterants. An initial validity test is performed first, followed by a confirmation test as required. All laboratory results will be reported by the laboratory to a MRO designated by the Company or its agents.

MRO Procedures:

1. All tests results will undergo a review process by the MRO.
2. Negative test results will be reported directly to the school corporation by the MRO.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

3. Positive, adulterated or substituted results will be handled in the following manner by the MRO:
  - a. Before reporting a positive, adulterated or substituted test result to the school corporation, the MRO will attempt to contact the employee to discuss the test result.
  - b. The employee is required to discuss the result with the MRO. The employee will be allowed to explain and present medical documentation to explain any permissible use of a drug.
  - c. For adulterated or substituted results, the employee must demonstrate that he or she did produce or could have produced urine, through physiological means, a specimen meeting the creatinine and specific gravity criteria of a substituted or adulterated specimen.
  - d. If the MRO is unable to contact the employee directly, the MRO will contact the Superintendent who shall contact the employee and direct the employee to contact the MRO. Upon being so directed, the employee shall contact the MRO immediately or, if the MRO is unavailable, at the start of the MRO's next business day.
  - e. If, after failing to contact the MRO within 72 hours after being instructed to do so by the Superintendent, or if the employee cannot be contacted at all within ten (10) days, or the employee expressly declines the opportunity to discuss the test, the MRO may verify the test as positive or a refusal.
  - f. In the MRO's sole discretion, a determination will be made as to whether a result is verified as positive, negative or considered a refusal.
  - g. After any verified positive or refusal to test determination, the employee may petition the MRO to reopen the case for reconsideration.
4. Diluted Specimens: If a specimen is reported diluted by the laboratory, the MRO will report this information to the Superintendent. The school corporation requires an immediate recollect for another test. The result of this test will stand as the final result.

Medical Information Disclosure:

If, in the MRO's opinion, any information provided may mean a medical disqualification or represent a safety hazard, such as the use of certain prescription drugs, the MRO must disclose this to the school corporation. Individual test results for applicants and employees will be

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

released to the school corporation and will be kept strictly confidential unless consent for the release of the test result has been obtained.

### **SPLIT SPECIMEN TESTING PROTOCOL**

An employee may request that the “split” portion of his/her specimen be tested at a different SAMHSA laboratory if he/she was notified by the MRO that his/her test result was positive, adulterated or substituted. The request must be made to the MRO within 72 hours of being notified of a verified positive, adulterated or substituted result. The MRO will arrange for all procedures to be done in accordance with split specimen testing procedures.

The cost of a split specimen test will be the responsibility of the employee. The school corporation will withhold the amount of the cost of testing the split specimen from the employee’s pay unless other arrangements are acceptable to both the employee and the school corporation. If the employee makes a timely request to the MRO for the split portion to be tested, the MRO shall immediately make arrangements with the laboratory to initiate the process.

### **ALCOHOL TESTING PROCEDURES**

1. Testing Devices  
Alcohol tests are to be conducted with only evidential breath testing devices (EBT’s).
2. Test Administrators  
Only a Breath Alcohol Technician (BAT) that has had proper training may administer breath alcohol test. Reasonable cause tests may not be conducted by the person making the determination that reasonable suspicion exists to conduct an alcohol test.
3. Test Procedures  
The BAT will perform an initial alcohol screen. If the initial screen results in a Blood Alcohol Concentration (BAC) of .02% or above, a confirmation test is required. Any test resulting in a BAC of less than .02% will be considered negative. The BAT will wait a minimum of 15 minutes, before administering the confirmation test. Confirmation tests must be performed within 30 minutes. If the confirmation test indicates a BAC of .020 to .039, the employee shall be removed from duty for 24 hours or until his/her next scheduled on-duty time, whichever is longer. Employees with test indicating a BAC of .04 or greater are considered to have engaged in prohibited conduct which may result in disciplinary action up to and including termination. All alcohol tests shall be performed just prior to, during or just after performing a safety sensitive function.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

## **REFUSAL TO TEST**

Refusal to submit to the types of drug and alcohol test required by this policy will be grounds to discipline preschool employees. A refusal to test include any of the following situations:

1. Failing to appear for any test within a reasonable time after being directed to do so.
2. Failing to remain at the testing site until the testing process is completed.
3. Failure to provide a breath sample, saliva sample or urine sample as directed.
4. Failure to permit, if the situation requires, the observation or monitoring of providing a urine specimen.
5. Failure to provide a urine, breath or saliva specimen within required time frames may be considered a refusal. If an employee cannot produce a sufficient quantity of urine or breath, he/she will be directed to be evaluated by a physician of the corporation's choice. If the physician cannot find a legitimate medical explanation for the inability to provide a specimen, it will be considered a refusal to test.
6. Failure to undergo a medical examination or evaluation as directed by the MRO as part of the verification process or as directed by the Superintendent as part of the "shy bladder" or "insufficient breath" situation.
7. Failure or declining to take a second test as required.
8. Failure to cooperate with any part of the testing process and/or conduct that would obstruct the proper administration of a test. (e.g., refusing to empty pockets when so directed by the collector or behave in a confrontational way that disrupts the collection process.
9. Refusing to sign step two of the alcohol testing form.
10. A report from the MRO that the employee has a verified adulterated or substituted test result.
11. For an observed collection, fail to follow the observer's instruction to raise your clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if you have any type of prosthetic or other device that could be used to interfere with the collection process.
12. Possess or wear a prosthetic or other device that could be used to interfere with the collection process.
13. Admission to the collector or MRO by the employee that they adulterated or substituted their specimen.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

## **CONFIDENTIALITY**

All information obtained in the course of testing of drivers shall be protected as confidential medical information. No data concerning this information will be made a part of the employee's personnel file or will be provided to any other party without the direct written consent of the driver.

Employees are entitled upon written request to obtain copies of any records pertaining to their use of alcohol or controlled substances, including any records pertaining to his or her alcohol or controlled substance tests.

The school corporation may release information as follows:

1. Copies of the results of alcohol or drug testing to an identified person provided the employee has provided written consent.

## **EDUCATIONAL MATERIALS**

The school corporation will provide educational materials that explain the requirements of preschool work and the corporation's policies and procedures with respect to meeting these requirements. Materials will also be provided concerning the effects of alcohol and controlled substances use on an individual's health, work and personal life. Employees are required to attend an educational meeting to discuss the corporation's policies and procedures and to review all materials covered by this policy. Each employee is required to sign a statement certifying that he or she has received a copy of these materials. The corporation will provide these materials to employees prior to the start of the testing required by this policy and to any employee who is hired or transferred into a preschool position.

## **RETENTION OF RECORDS**

The following records relating to the school corporation's drug and alcohol testing program are required to be maintained:

- (1) Records related to the collection process:

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

- Collection logbooks
  - Documents related to the random selection process
  - Calibration documentation for EBT's
  - Documentation of Breath Alcohol Technician (BAT) Training
  - Documentation of reasoning for reasonable suspicion testing
  - Documentation of reasoning for post-accident testing
  - Documents verifying a medical explanation for the inability to provide adequate breath or urine for testing
  - Consolidated annual calendar year summaries
- (2) Records related to the preschool employee's test results:
- Employer's copy of the alcohol test form, including results
  - Employer's copy of the drug test chain of custody and control form
  - Documents sent to the employer by the Medical Review Officer
  - Documentation of any preschool employee's refusal to submit to a required alcohol or controlled substance test
  - Documents provided by an employee to dispute results of test
- (3) Documentation of any other violations of controlled substance use or alcohol misuse rules
- (4) Records related to evaluations and training:
- Records pertaining to substance abuse professional's (SAP's) determination of employee's need for assistance
  - Records concerning an employee's compliance with SAP's recommendations
- (5) Records related to education and training:
- Materials on drug and alcohol awareness, including a copy of the employer's policy on drug use and alcohol misuse
  - Documentation of compliance with requirement to provide employees with educational material, including employee's signed receipt of materials
- (6) Records relating to drug testing:
- Agreements with collection site facilities, laboratories, medical review officers (MRO's), and consortia
  - Names and positions of officials and their role in the employer's alcohol and controlled substance testing program
  - Monthly statistical summaries of urinalysis
  - The employer's drug testing policy and procedures

All required records shall be maintained in a secure location with limited access. Records shall be maintained at the school corporation's central office.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: April 17, 2023**

## **SPECIAL USE OF SCHOOL BUSES**

The state of Indiana carefully governs the special use of school buses through statute. In permitting school buses to be used for purposes other than transporting students to and from regular class activities, the Bluffton-Harrison Metropolitan School District will use as guidelines provisions contained in Indiana Code 20-9.1-5-1 through 20-9.1-5-8, including all amendments. If a proposed use falls within the above mentioned statutory provisions, a building administrator or his/her designee will make arrangements with one of the district bus drivers or an approved substitute driver for driving to the desired function. After a driver has been secured, a request for the use of a school-owned bus should be directed to the central office of the school district. When approval has been granted, final arrangements for utilization may be made by the building administrator or his/her designee.

Payment of the driver is the responsibility of the school requesting usage. Payment will be made to the driver through regular payroll channels with reimbursement to the school corporation coming from the school or group involved. Reimbursement will include the wages paid to the driver plus appropriate fixed charges. Any variance for usage or payment for services must be made in writing prior to any exceptional use.

Transportation costs for school groups representing their school or the Bluffton-Harrison Metropolitan School District will be paid by the school district if approved in advance by the central office.

Non-school group usage of school buses as permitted by statute may be arranged directly with the superintendent's office. The superintendent or his/her designee is authorized to approve or reject such requests and make appropriate final arrangements. If a non-school group is denied usage, it may request reconsideration of the decision by members of the Board of School Trustees at a regular Board meeting.

The method of determining the payment of bus drivers for all special use of school buses will be reviewed periodically. Any recommended changes will be submitted to the Board for approval. A report of the use of school buses for special purposes will be made annually to members of the Board of School Trustees, if requested.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: December 22, 1977**  
**Revised: April 25, 1985, January 24, 2000**  
**Reviewed: January 10, 2022**

## **SPECIAL USE OF SCHOOL BUSES**

### **Guidelines for Payment for Extra-Curricular Transportation**

The following schedule of bus driver payments is to be used as a guideline when arranging transportation for extra-curricular events. It is also applicable to other transportation needs which may arise from time to time in the curricular program.

1. Any Extra-Curricular Activity (ECA) trip will be paid the ECA rate listed in the classified handbook.
2. All mileage and time will be recorded from the point of picking up students until returning to the unloading point. Pre-trip time will be added separately.
3. Payment for trips which are in excess of one (1) day will be determined on an individual basis with approval in advance by the superintendent or designee. Meals shall be provided by or reimbursed by the sponsor of the trip.
4. No field trip will be taken during the last twelve (12) school days of a school year. Under special circumstances, the superintendent may approve field trips to be taken within the last 12 days of the school year.
5. It is the responsibility of the sponsor(s) of each group to see that the bus is cleaned before departing. Failure to leave the bus in the same condition as it was at the start of the trip will cause an additional assessment of **\$25.00** charged to the organization sponsoring the trip. The driver and the sponsor should jointly inspect the bus before starting and again at the end of the trip.
6. Drivers may not accumulate more than twenty-nine (29) hours a week in their combined assignments without consent of the superintendent or designee. If consent is secured, hours worked beyond forty (40) hours will be paid at 1.5 times their regular hourly rate.
7. Exceptions to the above may be made by the superintendent or designee.

**Source:** Bluffton-Harrison Metropolitan School District  
**Revised:** Sept. 27, 1979, Aug. 28, 1980, July 29, 1983, Oct. 13, 1983, April 25, 1985  
Dec. 30, 1987, July 1, 2001, July 15, 2013, January 10, 2022

## **BLOOD-BORNE PATHOGENS EXPOSURE CONTROL PLAN GUIDELINES**

In accordance with the OSHA Blood-Borne Pathogens Standard, 29 CFR 1910.1030 and Policy GBEB of the Board of School Trustees of the Bluffton-Harrison Metropolitan School District, the following exposure control plan has been developed and implemented. Major components are highlighted.

### **I. EMPLOYEE EXPOSURE DETERMINATION**

#### **A. Employee Exposure Determination List**

1. High Risk - all employees in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially infectious materials:
  - a. Building Nurses
  - b. Building Office Personnel
  - c. Custodial Personnel
  - d. Maintenance Personnel
  - e. Special Education Teachers and Aides
  - f. Special Education Transportation Personnel
  - g. Vocational Education Teachers and Aides
  - h. Cafeteria Personnel
  - i. Kindergarten Teachers and Aides
  - j. Physical Education Teachers
  - k. Athletic Coaches
2. Moderate Risk - some employees in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially infectious materials:
  - a. Building Administrators
  - b. All Other Building Certified Personnel
  - c. All other Building Classified Personnel
  - d. Corporation Bus Drivers
3. Low Risk - few employees in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially infectious materials; however, because all corporation employees may be called upon to deal with children or other employees, an element of risk still exists.

**Source: Bluffton-Harrison Metropolitan School District**

**Approved: January 11, 1993**

**Reviewed: January 24, 2000, June 20, 2022**

**Revised: August 27, 2007, March 16, 2020**

- a. Central Office Administrators
- b. Central Office Classified Personnel

**B. Occupational Exposure Definitions**

Occupational Exposure - Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

1. Other Infectious Materials
  - a. Human body fluids such as semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, and any body fluid which is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;
  - b. Any unfixed tissue or organ (other than intact skin) from a human (living or dead); and
  - c. HIV-containing cell or tissue cultures, organ cultures, and HIV(HBV)-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.
2. Parenteral - Piercing mucous membranes of the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.
3. Personal Protective Equipment - Specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes not intended to function as protection against a hazard are not considered to be personal protective equipment.
4. Regulated Waste - Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** January 11, 1993  
**Reviewed:** January 24, 2000, June 20, 2022  
**Revised:** August 27, 2007, March 16, 2020

5. Source Individual - Any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee. Examples include, but are not limited to, hospital and clinic patients; clients in institutions for the developmentally disabled; trauma victims; clients of drug and alcohol treatment facilities; residents of hospices and nursing homes; human remains; and individuals who donate or sell blood or blood components.
6. Universal Precautions - An approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens.

**C. Occupational Exposure Tasks and Procedures**

1. Employees cleaning blood from a puncture, abrasion, bloody nose, etc., and/or the disposal of the contaminated materials and laundry.
2. Employees providing toileting assistance for disabled or ill students.
3. Employees involved in the cleaning and disposal of bodily fluids.
4. Employees providing injections.
5. Employees involved with catheterization procedures.
6. Employees subjected to bites or scratches from students.

**II. COMPLIANCE PROCEDURES**

**A. Procedures Required of All Employees**

1. Employees must observe the Universal Precautions identified in Board Policy GBEB.
2. Employees must wash hands and skin with soap and water as soon as possible after exposure. If hand washing facilities are not available, the employee must use an antiseptic hand cleaner with paper towels or a clean cloth.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** January 11, 1993  
**Reviewed:** January 24, 2000, June 20, 2022  
**Revised:** August 27, 2007, March 16, 2020

If an antiseptic is used, the employee must wash with soap and water as soon as possible after using the antiseptic.

If gloves are used, the employee must wash hands and skin with soap and water immediately after removing the gloves.

3. Gloves, soap, antiseptic hand cleaner, paper towels/cloths must be provided for employees in areas designated by the building administrator.
4. Work-site areas exposed to blood and other potentially infectious fluids must be cleaned as soon as possible after an exposure incident.
5. Broken glass or other objects which may be contaminated with infectious fluids must be removed by using mechanical means (dust pan and brush) and not by hand.
6. The precautionary cleaning and disposal of any materials which may have been contaminated must include the use of materials and procedures covered in Universal Precautions.
7. Employees must document any event involving contact with potentially infectious materials utilizing reporting forms and procedures supplied by the corporation. Report forms must be completed in detail.

## **B. Hepatitis B Inoculation**

The Bluffton-Harrison Metropolitan School District shall make available the Hepatitis B vaccine and its vaccination series to all regular employees who suffer occupationally exposure to any degree. Employees must, in turn, report all exposure incidents and cooperate in post-exposure evaluation and follow-up. An "exposure incident" is defined as any situation wherein an employee has contact (or may have had contact) with any substance in the category "Occupational Exposure" defined above. Medical procedures, including the vaccine and its series, shall be made available to the employee at no cost, at a reasonable time and place, and performed under the supervision of a healthcare professional as prescribed by the U.S. Public Health Service. Laboratory tests, when deemed appropriate, shall be conducted at an accredited laboratory at no expense to the employee.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** January 11, 1993  
**Reviewed:** January 24, 2000, June 20, 2022  
**Revised:** August 27, 2007, March 16, 2020

**1. Hepatitis B Vaccine and Vaccination Series**

The vaccine and its series shall be made available to all certified employees with employee contracts and all classified employees with employment agreements after they have received training and within ten (10) days of a job assignment which would potentially expose them to blood and other potentially infectious materials. Exceptions shall be granted only if (1) the employee has already been vaccinated, (2) antibody tests show that the employee is immune, (3) a licensed physician stipulates that medical reasons prevent the employee from receiving the vaccine, and (4) the employee signs a waiver declining the vaccine. The employee may elect to withdraw the waiver at a later date. If, at any time in the future booster shots are required, they will be made available to vaccinated employees at no cost to the employee.

**2. Post-Exposure Evaluation and Follow-Up**

Every employee who has contact with potentially infectious materials must document the event with forms provided by the school corporation. The identification of the individual who was the source of the infectious materials is required unless such identification is prohibited by law.

If no information is available on HIV/HBV status, the school shall recommend to the source individual or his/her parent(s)/ guardians that he/she be tested for HIV and HBV virus. If possible, the results of the test shall be made available to the employee who was exposed, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

An employee may request a blood test at any time after an exposure incident. If post-exposure treatment is medically indicated, it will be provided by the local health department. Any healthcare professional who evaluates the employee after an exposure incident shall be provided the following information:

- a. A copy of the federal regulations regarding the Exposure Control Plan.
- b. A description of the duties of the employee as they relate to the exposure.
- c. Documentation of the exposure incident and the circumstances surrounding the exposure.
- d. If available, results of the source individual's blood test.
- e. Medical records of the employee which include vaccination status.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** January 11, 1993  
**Reviewed:** January 24, 2000, June 20, 2022  
**Revised:** August 27, 2007, March 16, 2020

The healthcare professional, within five (5) days after completion of the evaluation, will write an opinion as to whether the employee should receive a Hepatitis B vaccination. This opinion should also include information that the employee has been informed of the results of the evaluation and of any medical conditions resulting from exposure which require additional evaluation or treatment. Any other findings or diagnoses other than those listed above shall be kept confidential and shall not be in the written opinion. The school corporation shall obtain a copy of the report and provide it to the employee.

### **C. Communication of Hepatitis B Hazards**

All employees who have occupational exposure to potentially infectious materials shall be trained at no cost to them and during working hours. The training shall be provided at the time of initial assignment and at least annually thereafter. Annual training for all employees shall be provided. If an employee's tasks change or are modified in a manner which would affect the occupational exposure for the employee, additional training shall be provided. The training shall address the new exposure created by the changes or modifications.

Training programs shall be presented in such a manner that all employees are able to understand and comprehend. The program shall include the following:

1. A presentation of the regulations and explanation.
2. A general explanation of epidemiology and the symptoms of blood-borne diseases.
3. An explanation of the transmission modes of blood-borne pathogens.
4. An explanation of the Bluffton-Harrison Exposure Control Plan and how an employee may obtain a copy.
5. An explanation of the various ways to recognize tasks and activities which may expose a person to blood and other potentially infectious materials.
6. An explanation of the methods which will reduce or eliminate exposure, including use of work practices and personal protective equipment.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** January 11, 1993  
**Reviewed:** January 24, 2000, June 20, 2022  
**Revised:** August 27, 2007, March 16, 2020

7. Information on the proper use, handling, selection, and disposal of personal protective equipment.
8. Information on actions to take and the people to contact in an emergency situation involving blood and other potentially infectious materials.
9. An explanation of the procedure to be followed if an exposure incident occurs, including reporting requirements and the availability of medical follow-up.
10. Information about the post-exposure evaluation and follow-up.
11. An opportunity for questions and answers between the employees and the trainer.

The trainer shall be an individual who is knowledgeable about blood-borne pathogens, their transmissions and vaccinations, and their relationship to the school setting.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** January 11, 1993  
**Reviewed:** January 24, 2000, June 20, 2022  
**Revised:** August 27, 2007, March 16, 2020

**PROFESSIONAL STAFF ABSENCES  
FOR CONFERENCES AND VISITATIONS**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District firmly believes in the continuing growth and development of each staff member.

To help accomplish this end, provisions will be made to allow attendance of teachers at certain conferences with expenses being paid by the school district. Guidelines for faculty travel reimbursement will be made by a committee of teachers and administrators and presented to the Board for approval. Requests to attend conferences and to be considered for reimbursement are to be directed to the superintendent, who has authority to make the final determination.

The School Board may provide for the payment of the actual and necessary expenses, including traveling expenses, of any professional staff member of the Corporation incurred in the course of performing services for the Corporation, whether within or outside the Corporation, under the direction of the Board and in accordance with the Superintendent's administrative guidelines. The validity of payments for job-related expenses shall be determined by the Treasurer. The Board shall pay the expenses of professional staff members when they attend professional meetings approved in accordance with the guidelines established by the Superintendent.

I.C. 20-26-5-4

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** March 8, 1977  
**Reviewed:** February 14, 2000, June 20, 2022  
**Revised:** December 2, 2013

## GUIDELINES FOR FACULTY TRAVEL REIMBURSEMENT

1. All guidelines established below are subject to the availability of funds in building appropriations for conference attendance.
2. The guideline for approval of travel requests will depend upon the value the teacher's attendance will bring to the students of the Bluffton-Harrison Metropolitan School District. To achieve this end, teachers attending conferences under these guidelines may be requested to share their experiences with other faculty members or administrators.
3. Faculty travel funds are designed primarily for attending state meetings. However, consideration will be given to national conventions or regional conventions that take place in adjoining states.
4. Teachers desiring to be reimbursed for attendance at an educational conference should discuss the proposed attendance with the building principal and complete a travel request form obtained from the principal. No expense may be incurred until the request form is approved by the superintendent and returned to the teacher.
5. A mileage rate equal to the rate allowed by the Internal Revenue Service during the preceding tax year will be paid for approved travel; however, the odometer reading before and after the trip must be recorded on Form 101 issued by the State Board of Accounts for travel reimbursement.
6. An amount paid for mileage may not exceed the lowest air fare to the same location on the same date by more than twenty-five percent (25%).
7. Expenses for commercial travel may be reimbursed at the carrier's lowest fare rate in effect for the date and destination. Any additional costs will be the responsibility of the teacher.
8. If commercial travel arrangements are made, a receipt for the ticket must be included with the claim for payment before payment will be made.
9. If overnight accommodations are needed, the hotel receipt must be attached to the claim for reimbursement. If a spouse accompanies the teacher, the school district will allow the amount of a single room rate. Long distance telephone calls and miscellaneous expenses are the personal responsibility of the person attending the conference.
10. Registration fees will be paid if properly receipted.
11. If properly receipted, expenses for meals associated with the professional leave not included in the basic registration rate will be reimburse as follows:  
  
Breakfast -\$15.00  
Lunch - \$20.00  
Dinner - \$25.00
12. The use of the Corporation credit cards for expenses associated with professional leave negates any reimbursements to the employee.
13. Variances to any of the above provisions may be granted by the superintendent.

Revised: 10/8/81, 5/23/85, 12/30/87, 4/24/95, 12/2/13, 7/18/22  
Reviewed: February 14, 2000

## BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT

805 E. Harrison Street

Bluffton, Indiana 46714

## REQUEST FOR APPROVAL FOR ATTENDANCE OF A PROFESSIONAL ACTIVITY

Name \_\_\_\_\_ Position \_\_\_\_\_  
 School \_\_\_\_\_ Date of Request \_\_\_\_\_

1. I request permission to attend:
  - A. Conference of Educational Activity \_\_\_\_\_
  - B. Location of the Activity \_\_\_\_\_
  - A. Date(s) of the Activity \_\_\_\_\_
  - B. Date and Time of Departure \_\_\_\_\_
  - C. Date and Time of Return \_\_\_\_\_
  - D. Are you a member of the sponsoring group? Yes \_\_\_\_\_ No \_\_\_\_\_
  - E. Is a substitute teacher required for your assignment? Yes \_\_\_\_\_ No \_\_\_\_\_

**Account Number to be paid from** \_\_\_\_\_
2. I will possibly incur the following expenses:
  - A. Auto Travel \_\_\_\_\_ Miles @ \_\_\_\_\_ = \_\_\_\_\_
  - B. Bus or Air Travel Cost (if applicable) \_\_\_\_\_
  - C. Registration Fee \_\_\_\_\_
  - D. Lodging (single occupancy) \_\_\_\_\_
  - E. Stipend \_\_\_\_\_
  - F. Other (see GCBDF-R1 for guidelines) \_\_\_\_\_

Total \_\_\_\_\_

Less Reimbursement from other Source \_\_\_\_\_

Total Request from the District \_\_\_\_\_

**Account Number to be paid from** \_\_\_\_\_

Signature of Applicant \_\_\_\_\_

## 3. Action:

- A. This request has been reviewed by \_\_\_\_\_  
 Signature - Building Principal
- B. By the Superintendent
  1. Request for Permission for Attendance \_\_\_\_\_ Approved \_\_\_\_\_ Disapproved
  2. Request for Reimbursement \_\_\_\_\_ Approved \_\_\_\_\_ Disapproved

Date \_\_\_\_\_  
 Superintendent of Schools

An itemized claim form must be completed for reimbursement. See printed guidelines.

Revised: December 30, 1987, September 25, 2007, December 2, 2013

Reviewed: February 14, 2000, June 20, 2022

**STAFF ABSENCES FOR MEDICAL LEAVE**

If circumstances warrant, the Board of School Trustees of the Bluffton-Harrison Metropolitan School District may grant a medical leave of absence without pay upon request of a full time employee of the school district. The following Steps should be taken if an employee wishes to be considered for and be granted a medical leave;

1. A written request signed by the employee or his or her agent and directed to the Superintendent of Schools and the Board of School Trustees indicating the reason for the leave should be submitted no later than the week prior to the date for Board consideration.
2. Medical substantiation signed by a doctor shall be provided if requested by the Board.
3. The length of the medical leave shall be established in time intervals which will accommodate the overall educational program for the students in the school, that is, the remainder of a marking period, the remainder of a semester, or the like.
4. A medical leave may be extended for a specific period of time upon written request and positive action by the Board.
5. All decisions of the Board shall be considered final.

While an employee is on medical leave granted by the Board according to the aforementioned guidelines, the person will continue to be defined as an employee of the school district and will be eligible to participate in the various group insurance programs by individually paying the premiums due. However, no other employment benefits will be granted during the course of the unpaid leave (i.e. sick leave, personal leave, paid vacation, etc.).

Source: Bluffton-Harrison Metropolitan School District  
Adopted: January 24, 1985  
Revised: May 23, 1985, February 14, 2000

## **ADJUNCT TEACHERS**

State law allows school corporations to hire and issue permits for full- or part-time adjunct teachers who have at least four years of experience in a school subject **including a career and technical content area**.

The Board will announce any vacant adjunct teacher positions at regular meetings of the Board. The Board will only hire an adjunct teacher for hard-to-fill positions for which no licensed candidates applied and for a position that is essential to the school curriculum.

The Board will issue an adjunct teacher permit and an employment agreement for a period of one school year which can be renewed annually if the need for the adjunct teacher continues and the superintendent makes a recommendation to continue employing the adjunct teacher. The pay for adjunct teachers will be recommended by the superintendent based upon experience and other non-discriminatory factors and approved by the Board.

The adjunct teacher must have four or more years of experience in the content area in which the adjunct teacher will teach.

An applicant for an adjunct teacher will be required to complete the same application process required by a licensed teacher.

The principal (or designee) will complete the evaluation of the adjunct teacher using the Bluffton-Harrison MSD teacher evaluation process.

The superintendent may develop administrative procedures to implement this policy.

LEGAL REFERENCE: IC 20-28-5-27

## **SUBSTITUTE TEACHER CERTIFICATION PLAN GUIDELINES**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes that the availability of substitute teachers is essential to the efficient operation of school buildings and that the current list of available substitutes is insufficient to satisfy the needs of the corporation. Because it is inevitable that one or more certified teachers will be absent on any given day due to illness, conference attendance, field trip supervision, etc., and because it is imperative that students continue to learn during the absence of their regular instructor, the school district has developed this SUBSTITUTE TEACHER CERTIFICATION PLAN to facilitate the process of selecting, licensing, and training substitute teachers utilizing the following components:

### **A. General Requirements for Eligibility**

1. Any applicant who has been certified as a teacher by the State of Indiana shall be eligible to substitute without meeting additional requirements.
2. Other applicants may be eligible for consideration if they meet one of the following minimal requirements. Applicants applying for a substitute permit must:
  - a. Hold a high school diploma or high school equivalency certificate;
  - b. Be 18 years of age or older; and
  - c. Meet the requirements set forth in the screening process of the school employer.
3. Once these requirements are met, applicants should apply via the Indiana Department of Education's Licensing Verification and Information Systems (LVIS).
4. The school district must conduct a criminal background check.
5. Completion of all required BHMSD forms including: classified application, tax forms, I-9 form.

### **B. Administrative Guidelines**

Substitute teachers will use the district's absence management system to accept substitute teaching jobs either by viewing vacancies available on the absence management website or by accepting substitute teaching jobs by telephone directly from the absence management call system or by receiving a call from a staff member in one of our school buildings.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** September 23, 1996  
**Reviewed:** February 14, 2000, August 13, 2007  
**Revised:** August 15, 2022

**C. Substitute Training**

Orientation: The building principal or his/her designee shall be responsible to provide appropriate orientation for any substitute teaching in his/her building for the first time. The orientation shall include, but not necessarily be limited to, information about lesson plans, textbooks and other instructional materials, student lists, seating charts, building maps, lunch procedures, safety regulations, student handbooks and discipline, support resources, and forms to be completed.

**D. Substitute Evaluation**

1. The building principal or his/her designee shall make a point of observing substitutes carefully in their initial experiences and with some frequency thereafter. If problems are observed, they should be carefully explained to the substitute.
2. If a substitute does not perform satisfactorily after appropriate communication from the building principal, the building principal may restrict the substitute to certain kinds of assignments.

**E. Program Evaluation**

Each year the plan and use of substitute teachers by administrators will be reviewed by the Superintendent's Cabinet.

(Note to Substitute Teachers and Applicants: Employment as a substitute teacher in the Bluffton-Harrison M.S.D. is intermittent in nature. As such, you will not be eligible for unemployment compensation during periods when you are not teaching unless you are informed that you will no longer be permitted to substitute.)

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** September 23, 1996  
**Reviewed:** February 14, 2000, August 13, 2007  
**Revised:** August 15, 2022

# BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT

## Substitute Teaching Application

Name of Applicant: \_\_\_\_\_  
 Address of Applicant: \_\_\_\_\_  
 Street (P.O. Box #) \_\_\_\_\_ Apt. # \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_  
 Home Telephone ( ) \_\_\_\_\_ Other Telephone ( ) \_\_\_\_\_  
 Social Security Number (Required for Local Application for Payroll): \_\_\_\_\_

Provide the following information for 3-5 references in the space below. References should include the two most recent employers unless you have never been employed.

|    | <u>Name of Reference</u> | <u>Address</u> | <u>Telephone</u> | <u>Relationship</u> |
|----|--------------------------|----------------|------------------|---------------------|
| 1. | _____                    | _____          | _____            | _____               |
| 2. | _____                    | _____          | _____            | _____               |
| 3. | _____                    | _____          | _____            | _____               |
| 4. | _____                    | _____          | _____            | _____               |
| 5. | _____                    | _____          | _____            | _____               |

Circle "YES" or "NO" in response to the statements below and **attach transcripts** if applicable:

- |                                                                                                                                                                               |     |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. I have received a high school diploma based on a B- (2.75/4 grade point) average.                                                                                          | YES | NO |
| 2. I have successfully completed 15 semester hours of college/university credit.                                                                                              | YES | NO |
| 3. Although I have not met the eligibility requirements described above, I believe that my supervisory/instructional experiences with children has been unusually successful. | YES | NO |

In the space provided below and the back of the form if necessary, all applicants should describe in some detail any past experiences involving the instruction or supervision of children and include the name and address of someone who will verify the experience(s):

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To receive additional consideration, you must sign and date the form below. Be aware that your signature will constitute permission for the school to check your references carefully and to conduct a criminal records check if deemed necessary.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPLICANTS MUST ALSO COMPLETE SECTIONS B AND C ON STATE FORM**  
**ATTACH \$15 MONEY ORDER OR CASHIER'S CHECK PAYABLE TO STATE OF INDIANA**

## **SUMMER SCHOOL ASSIGNMENTS**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School District recognizes summer school as an important part of the instructional program. As such, building principals are encouraged to work with their teachers in developing appropriate summer school curricular offerings.

In determining the assignment of teachers to courses offered in summer school, the following grade-level configurations shall be considered as separate entities: K-4 (elementary), 5-8 (middle school), and 9-12 (high school). In assigning teachers to courses within one of the three grade-level configurations, administration shall observe existing criteria regarding qualifications and seniority, but only as those criteria apply to instructional staff already assigned to that same grade-level configuration. Examples:

1. Appropriately qualified teachers normally assigned to the high school (grades 9-12) shall be considered for a high school summer course before teachers from the middle school or elementary schools, regardless of corporation seniority.
2. Appropriately qualified teachers normally assigned to the middle school (grades 5-8) shall be considered for a middle school summer course before teachers from the high school or elementary schools, regardless of corporation seniority.
3. Appropriately qualified teachers normally assigned to the elementary school (grades K-4) shall be considered for an elementary school summer course before teachers from the middle school or high schools, regardless of corporation seniority.

Because of the importance of teacher competency in the condensed summer school instructional format, a teacher whose evaluation status is ineffective or improvement necessary on his/her last evaluation may be excluded from consideration for a summer school assignment at the discretion of the principal filling the assignment. Any teacher who has been excluded may file an appeal with the superintendent. The superintendent's action on the appeal shall be final.

Source: Bluffton-Harrison Metropolitan School District  
Adopted: May 24, 1993  
Reviewed: February 14, 2000  
Revised: August 15, 2022

**TUTORING FOR PAY  
(Using School Facilities)**

The regular instructional program for the students of the Bluffton-Harrison Metropolitan School District will be designed to include instruction and experiences to *meet* at least the basic minimum requirements at each grade or subject level. Conference times for parents and/or students may be arranged upon request to discuss the educational progress of the student. Within the regular instructional program, materials will be presented so that private individual tutoring should not be necessary. However, from time to time, if a parent desires private tutoring for a student, a teacher may accept private tutoring for payment and use school facilities and equipment if the following guidelines are followed:

1. A teacher will not tutor a student for payment if the student is enrolled in his or her class.
2. School facilities and equipment may be utilized for private tutoring if advanced arrangements are made with the building principal. Private tutoring must occur during hours the building is normally open and custodian coverage is available. In making arrangements with the principal, the teacher must state the time schedule, the subject to be tutored, and the rate of pay charged.
3. Financial arrangements for tutoring must be made directly between the teacher and the parent. The parent must clearly understand that this is not a school district function, but a private business transaction utilizing school properties.
4. Any exception to the above provisions may be granted by the superintendent. This permission must be in writing and a copy will be forwarded to the building principal and the parent.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** April 26, 1977  
**Reviewed:** June 27, 1985, February 14, 2000, August 15, 2022

## **Mission Statement**

Bluffton-Harrison Metropolitan School District - A learning community where a quality education empowers all students to learn and achieve to their full potential.

## **Guiding Principles**

1. We believe that all students can learn.
2. We believe that all decisions should be made with the best interest of the students in mind.
3. We believe that high standards of performance are expected of all students and staff.
4. We believe that the family is the most important component in the education of a child and that the role of the school is to assist the family in the educational process.
5. We believe that the involvement of parents and the community in the educational process is vital.
6. We believe that educational programs and decisions should be based on the mores of the community.
7. We believe that students should be instilled with patriotism and a respect for our country.
8. We believe that students should possess good character and that good character includes the elements of respect, responsibility and integrity.
9. We believe that each member of our staff should be a positive role model besides being competent in his/her area of responsibility.
10. We believe that our teaching methods should be appropriate to the content being taught and to the learning style of our students.
11. We believe that the results of data analysis must be used in the development of sound instructional decisions.
12. We believe that our school should be operated with wise and efficient use of all financial resources.
13. We believe that success creates success and that our school district should provide the conditions and encouragement necessary for each student to succeed.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** September 14, 1978  
**Revised:** August 22, 1985, March 19, 2001, May 29, 2007  
**Reviewed:** April 6, 2002, April 28, 2003, April 26, 2004, September 19, 2022

## **STUDENT ACHIEVEMENT POLICY**

The Board is committed to improving the academic achievement of all of its students at every grade level. The Board recognizes the importance of involvement of staff, parents and community members in improving student achievement through collaboration and parent teacher conferencing.

The Board recognizes the need to achieve and will support fostering the accomplishments of the following concepts to aid the improvement plan for each individual student.

1. Provide students with a solid foundation in the skills of reading, writing, problem solving and communication.
2. Provide opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups.
3. Provide for rigorous academic content standards and instruction in mathematics, science, history, geography, economics, civics and English.
4. Provide students with instruction in, but not limited to, health, physical education, second languages and the arts.
5. Provide students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle.
6. Emphasize involvement of parents and community in the total education of students.
7. Provide students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world.
8. Support and promote high student achievement in all academic areas.

With this policy, the Board establishes the following goals:

1. Develop instructional programs that ensure continuous improvement for all of the school corporation's students.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** May 13, 2002  
**Reviewed:** April 26, 2004  
**Revised:** October 10, 2022

2. Students in grades tested by the Indiana Department of Education will meet or exceed the standards as specified by the Indiana Board of Education.
3. Students in grade levels tested by locally designated student assessment measures, such as North West Education Assessment (NWEA), will meet or exceed the expected growth rate as specified by such assessment.
4. The aggregate student attendance rate for all schools in the corporation will meet or exceed the 95% level.
5. Promote character development.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** May 13, 2002  
**Reviewed:** April 26, 2004  
**Revised:** October 10, 2022

## **CAREER AND TECHNICAL EDUCATION**

Career and technical education is an integral part of the comprehensive high school program in force at Bluffton High School. It shall be geared to take into account technological and economic conditions and changes and, as an important component of comprehensive education, shall share with other aspects of the curriculum the purpose of development of character, attitudes, and skills. Guidance and counseling services will be provided for each student interested in vocational education throughout his or her school program.

In an effort to meet the career and technical training and educational needs of high school students, the Bluffton-Harrison Metropolitan School District will provide the following opportunities:

1. The school district is a participant in Area 18 Career and Technical Education and programs will be developed and offered through the Area's auspices. When sufficient student interest is expressed and it becomes financially feasible for Area 18 to provide programs in career and technical education, appropriate programs will be developed and presented to the State Board of Career and Technical Education for approval. Once approved, the program will become a part of the course offerings of the high school.
2. When it is not financially feasible for the school district to provide a career and technical education offering, students interested in program offerings of Area 18 will be considered for participation. To participate in programs, a student must express the interest, must receive the approval of his or her counselor, and must be accepted by the admission procedures of the accepting school. If a student is admitted to the program, the Bluffton-Harrison Metropolitan School District will pay enrollment costs and provide transportation to and from the host site. Students are seldom permitted to drive to the host site.
3. If a student is interested in a specific career and technical program that is not offered locally or in Area 18, the school district may pay transfer tuition to any public school containing the program of interest. Transportation in this case must be provided by the student or his or her parents.

Students participating in career and technical education programs offered at Bluffton High School or Area 18 will be classified as students of Bluffton High School. Credits earned in the career and technical programs will be applied toward graduation from Bluffton High School. Students who are transferred and complete their educational program at a public school as outlined in number 3 above will be classified as students of the accepting school and credits earned will be applied toward graduation from that

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: November 10, 1977**

**Revised: August 22, 1985, January 22, 2001, October 10, 2022**

school.

Annually, the administrative, career and technical teaching, and guidance staff members of Bluffton High School are encouraged to evaluate career and technical education offerings and to recommend additions, deletions, or curricular improvements to enhance the vocational education programs within the school district.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** November 10, 1977  
**Revised:** August 22, 1985, January 22, 2001, October 10, 2022

**EDUCATIONAL SURROGATE PARENT POLICY**

The school corporation shall ensure that a pool of educational surrogate parents is available through the Adams-Wells Special Services Co-Op, so that an educational surrogate parent may be appointed, when necessary, to protect the rights of students with disabilities. An educational surrogate parent shall be appointed when the student's parent(s) are unknown; when the student is a homeless student who is not in the physical custody of a parent or guardian; when, after reasonable efforts, the student's parent(s) cannot be located; or when the student is a ward of the State of Indiana. The educational surrogate parent may represent the student in all matters relating to the identification, evaluation, educational placement, and provision of a free appropriate public education.

Any person assigned as an educational surrogate parent shall not be an employee of a public or private agency involved in the education or care of the student, or have any interest that conflicts with the student. The educational surrogate parent shall match the student's cultural and linguistic background to the extent possible and shall possess the knowledge and skills necessary to adequately represent the student.

Legal Reference I.C. 20-35-2-1  
20 U.S.C. 1415(b)(2)  
34 CFR 300.515  
511 IAC 7-39-1  
511 IAC 7-39-2

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** October 22, 2007  
**Revised:** November 14, 2022

## **RESPONSIBILITIES OF EXTRACURRICULAR SPONSORS AND COACHES**

Extracurricular activities are important in the total development of students in the Bluffton-Harrison Metropolitan School District. The learning process should continue as students participate in these activities. As such, sponsors and coaches have a responsibility to provide suitable experiences and serve as appropriate role models for student participants.

Many of the criteria described in the Performance Skill Summative Checklist in the summative evaluation instrument for teachers can be modified to outline the responsibilities expected of sponsors and coaches as follows:

The competent sponsor or coach shall . . .

1. exhibit organizational skills, having materials, supplies, and equipment ready at the beginning of an activity.
2. establish procedures to deal with routine matters resulting from student interaction.
3. actively monitor the behavior of students during activities and transitions.
4. efficiently eliminate inappropriate behavior while maintaining student dignity.
5. carefully avoid any action which might be interpreted as physically or verbally abusive.
6. provide for purposeful student activity.
7. strive to build positive self-concepts among students.
8. model effective and appropriate use of the language, carefully avoiding the use of obscenity and profanity.
9. display an appropriate knowledge of the activity which he/she is coaching or sponsoring.
10. establish fair and equitable selection systems.
11. treat students, staff, parents, and others fairly and equitably.
12. interact (communicate) effectively with students, staff, parents, and others.
13. foster an environment free of ridicule and sarcasm.
14. establish patterns of reliability and punctuality.
15. demonstrate an appreciation and concern for people as individuals.
16. adhere to established laws, policies, rules, and regulations.
17. support the goals and objectives of the school and corporation.
18. participate in professional development activities.
19. conform to any additional criteria established by a separate job description for his/her assignment.
20. assume other reasonable responsibilities as assigned by a supervisor.
21. communicate the Athletic Department's philosophy on playing time with parents at the beginning of "try-outs" for a particular sport.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** January 24, 1994  
**Revised:** January 22, 2001

Flagrant or frequent disregard of one or more of the competencies described in this policy may result in a disciplinary action against the sponsor or coach, which may include oral or written reprimand, suspension as a sponsor or coach, or dismissal as a sponsor or coach. Furthermore, subject to the limitations established by Indiana Code, extreme disregard of the criteria established in this policy may result in a challenge of the provisions of an employee's individual teaching contract and an administrative recommendation for a job action, which may include oral or written reprimand, suspension of a teaching contract, or termination of a teaching contract.

Lay coaches and sponsors, who are hired to fill an extracurricular vacancy but who are not certified teachers, shall be expected to perform within the same parameters established for certified teachers.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** January 24, 1994  
**Revised:** January 22, 2001

## INTERSCHOLASTIC ATHLETICS

Extra-curricular activities are provided as a part of the school program to offer a variety of opportunities for the students of this district. These activities are important to the total development of the students and are to be carried out to be of greatest worth to the students.

The funding of the operation of extra-curricular activities from tax sources is prohibited by state statute, except for the payment of coaches' salaries and certain capital expenditures (construction, repair, replacement, remodeling, or maintenance of school sports facilities) which cannot exceed 5% of the property tax revenues levied for the Operations Fund in the calendar year. This funding comes from other receipts and the Board is nominally responsible for these expenditures. Accordingly, annual reports are received on the fiscal status of these activities.

The athletic program is one of the more visible activities and involves the use of the majority of the extra-curricular funds. Because of this public interest, this extra-curricular activity shall continue to receive a formal, annual review during a regularly scheduled meeting of the Board of School Trustees.

The Board, in keeping with its policy setting function, does not involve itself in the day to day administration of the extra-curricular activities. These functions have been delegated to the respective administrators involved as part of their duties. They are to function within the guidelines established by the Federal and State governments, the Bluffton-Harrison Metropolitan School District Board of School Trustees, and, in the case of athletics, the IHSA, and ACAC.

Within bounds established by the state board of education and the local Board of School Trustees, principals should use the assets at hand to build an interest and enthusiasm for extra-curricular activities, including athletics, through publications, pep sessions, recognition activities, etc.

The emphasis placed on athletics should be the same as that placed on all other extra-curricular activities, i.e. the emphasis should be in relation to its merit within the total educational process of the students, both individually and collectively. It is the feeling of many members of the community that extra-curricular activities and athletics in particular, are an important part of the educational process. The efforts directed towards athletics should therefore be significant, yet not to the point that the academic education of the students suffers because of overemphasis on sports.

The question as to when a program should be dropped is again one in which the best interests of the students individually must be balanced with those of the entire student body. Should it appear that a competitive team can no longer be fielded in a particular sport; the administration should request that the Board approve the dropping of that sport.

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** March 14, 1985

**Revised:** January 22, 2001, December 17, 2018

**Reviewed:** November 14, 2022

## FIELD TRIPS AND EXCURSIONS

The board recognizes that the first-hand learning experiences provided by field trips may be a most effective and worthwhile means of learning, when properly planned and implemented. It is the desire of the board to encourage field trips when they augment and enrich classroom instruction.

Field trips taken on school time will be limited to those specifically related to classroom instruction and regularly scheduled curricular and extracurricular activities.

Field trips taken as a reward for participating in contests, for general cultural betterment, etc., will be planned in a way that prevents interference with classroom activities.

All field trips taken during a regular school day must be under the direct supervision of a certified educator. Adequate supervision and safety precautions are to be part of the planning process. Insofar as possible, the opportunity for participation should be non discriminatory physically and economically.

A. Types and Qualifications of Field Trips:

1. Student Day Field Trips - that which occurs within the student day. Approval for Student Day Field Trips is granted by the building principal.
2. Extended Day Field Trips - that which begins before or extends beyond the student day. The duration is no longer than 12 hours and/or with a planned return time to be no later than 9:00 p.m. when school is in session the next day. Approval for an Extended Day Field Trip is granted by the building principal in consultation with the superintendent.
3. Overnight Field Trip - that which entails an overnight stay away from home, involving no more than three days in which school is in session. Typically, overnight field trips are the exception and are usually limited to secondary students. Approval for an Overnight Field Trip may be granted by the board upon recommendation by the superintendent.

B. General Requirements for All Field Trips:

1. The teacher in charge is responsible for the planning, the application for permission, the coordination, and execution of the field trip details, in addition to the supervision of the students.

**Source:** Bluffton-Harrison Metropolitan School District  
**Approved:** October 22, 2001  
**Revised:** December 12, 2022

2. Trips that are not directly related to the curriculum will not be planned during instructional time, or planned to occur during the school day unless approved per the guidelines under A above.
3. Board policies and school rules will be observed. Students and chaperons will conduct themselves according to standards of behavior that will secure maximum educational benefits, maintain good public relations, and contribute to individual and group safety.
4. Administrative approval will be received before informing students and parents/guardians. In seeking approval, the sponsor must provide the following:
  - a. Destination
  - b. Name of Group
  - c. Teacher in charge
  - d. Objectives of the trip and the anticipated outcomes
  - e. Cost per pupil
  - f. Transportation to be used
  - g. Date(s) of trip
  - h. Times of departure and return
  - i. Arrangements for meals
  - j. Ratio of chaperons to students
  - k. Names of staff members accompanying
  - l. Plans for informing all chaperons with information concerning the field trip
  - m. Plans for emergencies

In addition, if an Extended or Overnight Field Trip is planned, the following should be included in the request for approval as well as on the permission slip:

- n. Detailed itinerary
  - o. Special clothing or cash needs
  - p. Specific nighttime procedure
  - q. Parent/Guardian acknowledgment that, if the student is in violation of the rules, and at the discretion of the chaperon, the student may be sent home at the parent/guardian's expense.
  - r. Parent/Guardian acknowledgement that student/parent/guardian contact information may be used for communication during the trip.
- 5.. School-sponsored organizations must limit the time in which students are absent to no more than three school days per year for the organization.

**Source: Bluffton-Harrison Metropolitan School District**  
**Approved: October 22, 2001**  
**Revised: December 12, 2022**

## **CREDIT BY EXAMINATION**

The Indiana State Board of Education has allowed schools to waive the definition of “credit.”

As a result:

1. Credit can be awarded “based on demonstration of proficiency.”
2. The proficiency level must be at or greater than the level required to pass the Core 40 End of Course Assessment (ECA) or the equivalent.
3. Grades and credits are awarded by an appropriately licensed teacher.

Credit can be awarded to students who pass the Core 40 End of Course assessments in Biology I. In the event that a student has failed the class but passed the ECA, the student may receive a D- on his/her transcript and receive credit for the course (2 terms).

**Source: Bluffton-Harrison Metropolitan School District**  
**Approved: May 21, 2012**  
**Revised: December 12, 2022**

**EARLY GRADUATION FOR STUDENTS  
WITH LESS THAN EIGHT SEMESTERS OF ATTENDANCE**

The Board of School Trustees of the Bluffton-Harrison Metropolitan School district encourages and recommends that any student graduating from Bluffton High School should be in attendance eight semesters. (A semester consists of two terms on the Block 4 Schedule.) However, this requirement may be reduced if such a reduction is requested by the parent or legal guardian appropriate requirements.

Requirements for Early Graduation:

- a. To be graduated from Bluffton High School, a pupil shall have attended at least six (6) semesters or 12 terms in grades 9-12.
- b. Candidates for six semester or 12 term graduation must accumulate 48 credits by the end of the sixth semester or 12<sup>th</sup> term and meet all requirements for a diploma established by the Board of School Trustees of the Bluffton-Harrison Metropolitan School District and by the Indiana Department of Education.
- c. The principal of Bluffton High School may, for just cause, grant exceptions to the credit requirement to this policy so as minimum requirements of the Indiana Department of Education have been met.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** March 25, 1983  
**Revised:** January 12, 1984, June 14, 1993, January 22, 2001, December 12, 2022

## **GRADUATION EXERCISES**

The Bluffton-Harrison Metropolitan School District believes that a high school diploma represents a value that should not be diminished. Therefore, certain standards and requirements are established for earning the diploma as well as for participating in the ceremony where the diploma is awarded.

In order to receive a diploma from Bluffton High School, a student shall:

1. Be in attendance for a minimum of six semesters.
2. Earn the minimum required credits as specified by the State Board of Education and local board.
3. Meet all graduation requirements as set by the State Board of Education and local board.

Students are eligible to participate in graduation ceremonies if:

1. The six semester attendance requirement has been met.
2. The minimum numbers of state and local credits have been earned.
3. All other requirements as established by the State Board of Education and local board have been met.
4. The student is in good standing with school authorities, e.g. not suspended nor in the process of being expelled.

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: February 9, 1984**  
**Reviewed: December 4, 2000, January 22, 2001**  
**Revised: December 12, 2022**

## **INSTRUCTIONAL PRACTICES FOR CONTROVERSIAL ISSUES**

BHMSD strives to maintain a learning environment in which all students and staff are respected without promoting or advocating a particular point of view.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or is likely to arouse both support and opposition in the community. The teacher is responsible for creating a learning environment in which all students and staff are respected without promoting or advocating a particular point of view.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. Is related to the instructional goals of the course of study and level of maturity of the students;
- B. The curriculum permits multiple points of view on the issue;
- C. Does not tend to indoctrinate or persuade students to a particular point of view;
- D. Encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Teachers must use all of the following criteria in dealing with controversial issues:

1. The issue must be within the range of the knowledge, maturity and competence of the students and pertinent to the curricular assignment of the teacher.
2. The teacher has the responsibility to present the facts on all aspects of the issue. The controversial issue must be related to the curriculum of the course.
3. There must be study materials and learning aids available from which a reasonable amount of data pertaining to the different aspects of the issue may be obtained.
4. The issue must be a significant one which concerns a considerable number of people, and related to basic principles, or at the moment is under consideration by the public and the mass media; however, the issue must not disrupt the learning environment.
5. Teachers must exercise tact and diplomacy in handling those unexpected issues that may present themselves during normal classroom discussions. Discussions should be deferred until proper preparation has been made and no student should be made to feel embarrassed for having posed the question.
6. Teachers must inform the principal when controversial issues are studied with all relevant information pertaining to the issue(s) given to the principal ahead of time.

## **CLASSROOM POSTINGS**

Bluffton-Harrison Metropolitan School District strives to maintain a learning environment in which all students can reach their highest potential. BHMSD believes that this is best achieved in an environment where teachers keep their classes focused on the curriculum and instructional goals for their particular courses of study.

For purposes of this policy, a classroom posting is considered any material presented in the instructional environment in a fixed or mobile capacity, which may include, but is not limited to, posters, signs, flyers, graphics, or bulletin boards. The term does not include personal items-such as family pictures-placed on the employee's desk or other personal space that are meant to be viewed by the employee, rather than the students.

All postings in the classroom should relate to the curriculum and instructional goals of the courses of study conducted in that classroom, or district, school and classroom rules. Postings may also relate to BHMSD's clubs, athletic teams, or other extracurricular activities. Postings must also be appropriate for the level of maturity of the students in that classroom. Classroom postings should not contain materials, such as political or religious material, that is unrelated to the curriculum and instruction goals of the courses of study conducted in that classroom. Any postings related to a subject on which the curriculum permits multiple points of view must not tend to indoctrinate or persuade students to a particular point of view. Instead, the postings should encourage open-mindedness and a spirit of scholarly inquiry.

## ADMISSION OF HOMESCHOOLED STUDENTS ON A PART-TIME BASIS

IC 20-8.1-3-17.3 permits the governing body of a local school corporation to allow the enrollment or participation of students from non-public and/or non-accredited schools in a particular educational program or initiative offered by the local school corporation. To facilitate the intent of IC 20-8.1-3-17.3, the Board of School Trustees of the Bluffton-Harrison Metropolitan School District establishes the following admission requirements for home schooled students who request admission to any school on a part time basis.

1. This policy shall be applicable to any home schooled student who otherwise would be eligible for enrollment in the Bluffton-Harrison Metropolitan School District, grades 1 through 12.
2. Any home schooled student who desires limited admission to one of the schools in the Bluffton-Harrison Metropolitan School District shall submit, annually, a written request to the Superintendent or his designee by August 1. Such request shall contain the following:
  - a. Student's name.
  - b. Student's age.
  - c. Student's address.
  - d. Parent or legal guardian name.
  - e. Parent or legal guardian address.
  - f. Name, Address, and Phone Number of the Home School.
  - g. Association with which the student is affiliated, if applicable.
  - h. The specific course(s) or program(s) for which admission is requested.
  - i. A current copy of the home school's curriculum, if requested.
3. Admission of a home schooled student pursuant to this policy shall adhere to the same policies and regulations required by Bluffton-Harrison Metropolitan School District students as it relates to all curricular offerings, any related co-curricular activity, and any extracurricular activity.
4. A home schooled student wishing to take advantage of this policy must receive a majority of his/her curriculum through the home school. Thus a grade 1 through 6 home schooled student may be enrolled in a Bluffton-Harrison course or program for a maximum of **2 hours** per day. A 7 through 8 home schooled student may enroll in a maximum of **three** courses per semester. A 9 through 12 home schooled student may enroll in **one** course per term. Requests for specific time periods will not be accepted.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** September 26, 1994  
**Revised:** March 19, 2001, July 15, 2019, January 23, 2023

5. Students applying for part time admission pursuant to this policy shall be required to meet all entrance criteria to each course, subject, grade level or activity that may be required of full-time students. Course and/or grade level placement will be determined using the following procedures:
  - chronological age;
  - physical maturity;
  - social adjustment;
  - performance in relation to student learning objectives for grade level;
  - individual performance on Standardized Achievement Tests; and
  - other assessments as deemed necessary for evaluation.
6. All part time students shall be required to comply with all board policies, administrative regulations, building rules and directions issued by Corporation personnel within their area of authority.
7. Admission of home schooled students may be denied if the Superintendent or his/her designee determines that the course or section requested was at capacity or that the enrollment of the home schooled student would require the addition of staff.
8. Transportation to and from school will be the responsibility of the home schooled student or his/her family for any transportation needs outside the normal daily transportation routes (morning and afternoon) for Bluffton-Harrison Metropolitan School District students.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** September 26, 1994  
**Revised:** March 19, 2001; July 15, 2019, January 23, 2023

## STUDENT ABSENCES AND EXCUSES GUIDELINES

### ATTENDANCE PHILOSOPHY/REGULATIONS

Regular attendance and promptness are essential to good performance in school. Absence from school is one cause of poor performance and achievement. Since the learning process is a progressive activity, each day's lesson is built upon those class activities which took place on the previous days. Whenever a class is missed, for whatever reason, that experience can never be completely made-up. Since responsibility is a learned behavior and regular school attendance encourages the development of responsible patterns of behavior, each student is expected to make every effort possible to be in school every day.

Every student shall attend school in accordance to Indiana Code 20-33-2-3.2. Attendance in school is compulsory as provided by Indiana Code 20-33-2-4. Failure of the child to attend school even one day without an excuse is truancy. It is unlawful for a parent to fail to ensure that the parent's child attends school as required. An excused absence or absences due to suspension, expulsion, exclusion, illness, incarceration, or lawful removal of the student from school by the parent or guardian is not truancy. Students who are absent from school should not attend school activities during the day of the absence or be seen in the community.

For definition purposes, an excused absence is an absence that has been verified by the parent with a note, phone call, or evidence of a doctor's visitation. However, a student may be asked to provide a doctor's note upon request by the principal or assistant principal in order to validate the excused absence. An unexcused absence is an absence not accounted for by the parent or guardian and the student will be given the appropriate consequence for TRUANCY.

Absences that are COUNTABLE towards the maximum of four (4) days:

1. Personal illnesses not requiring a doctor's attention. Consecutive days of illness will accumulate and each day will be counted as one (1) day of absence.
2. Personal-related absences such as job interviews or driver's license tests.
3. Any non-countable absences if a note is not submitted within two (2) days of the student returning to school.
4. Any absence not defined as not countable.

Absences that are NON-COUNTABLE toward the maximum four (4) days:

1. Absences of the student when confirmed by a doctor. (Exact dates must be specified by the doctor in writing.) A doctor's note must be submitted within two (2) days after returning to school.
2. Attendance at a funeral when requested by a parent.

**Source: Bluffton-Harrison Metropolitan School District**

**Revised: September, 1981, March, 1982, August 22, 1985, January 14, 1987,  
July 13, 1988, March 19, 2001, August 27, 2007, February 13, 2023**

3. Vacation with parents: Students may receive five (5) excused absences each year when accompanying their parents on a family vacation. These excused absences will be granted only WITH FIVE DAYS PRIOR NOTICE and will count against Perfect Attendance.
4. College visitation: two (2) days permitted for seniors; one (1) day for juniors, second semester only. (Arrangements must be made in the Guidance Office two (2) days prior to the visitation. The student must not have any un-excused absences at the time of visitation. In addition, college visitation absences are not allowed during the last two weeks of school.) Exceptions to this policy must be cleared with the guidance department.
5. Student shall not be counted absent for missing school because of the reasons authorized by statute which generally provides excuses for:
  - A. Service as a page for or an honoree of the Indiana General Assembly;
  - B. Serving on the precinct election board or as a helper to a political party on the date of the elections;
  - C. Appearing in court as a witness pursuant to a subpoena;
  - D. Active duty in the Indiana National Guard (as defined in said statute). The student shall notify the Attendance Office in order for an exception to be granted.

Other emergency and unusual circumstances as approved by the assistant principal.

6. In-school suspension, alternative to out-of-school suspension, and out-of-school suspension.
7. Absences caused by school activities and school business.
8. Placement in a hospital or other juvenile facility.
9. Absences due to religious holiday or observance.
10. Absences during the school day when being sent home by the school nurse.

If it would ever be necessary for a student to miss more than the four (4) days, the following procedure will be followed:

1. Credit may be withheld from all classes where the absences have exceeded the limit. The student could be allowed to continue to attend school provided he/she remains in good standing in accordance with school rules.

**Source: Bluffton-Harrison Metropolitan School District**

**Revised: September, 1981, March, 1982, August 22, 1985, January 14, 1987,  
July 13, 1988, March 19, 2001, August 27, 2007, February 13, 2023**

2. The four-day policy may be waived by the principal and/or assistant principal if a student has had unusual circumstances. A student who feels he/she has had unusual circumstances but has not been granted a waiver may request a parent conference before credit is withheld.
3. If the principal believes that the child's chronic absenteeism is being facilitated by the actions or omissions of the child's parent, the principal will refer the matter to the superintendent's office for appropriate action under 20-33-2-27, which may include a referral to local law enforcement to enforce the compulsory attendance law.
4. Truancy may be assigned.

Students who miss school because of illness MUST refrain from working at their job and attending social or school activities on the day of absence. Any violation of this policy will result in an un-excused absence for the time in question.

For students to be eligible for extracurricular activities, they must not have an un-excused absence for any part of that day. Any exceptions must be approved by the administration and activity sponsor.

By Indiana law, the school is responsible for the safety, health, and well-being of all students during the school day, or until the parent resumes responsibility for that student. Therefore, students will be allowed to leave school only for necessary or emergency reasons. (Auto Mechanics students must have a change of clothing available every day. Students will not be allowed to leave school to change clothes or pick up material for class projects.) Students must receive permission from the parents and from the Attendance Office before leaving the school grounds. In order to leave school during the day, the student must follow these procedures:

1. Bring a written note from a parent or guardian, or have the parents call the school, or have a parent appear in the Attendance Office.
2. Receive permission from the Attendance Office.
3. Stop in the Attendance Office and sign a sheet stating the time of departure and the reason for leaving. Those returning the same day are to sign back in at the Attendance Office.

Any student who becomes ill during the school day is expected to report, with a pass from a teacher, to the Nurse's Office. If it is necessary for the student to go home, the parents or an authorized adult will be contacted before a student is sent home.

IC 20-8.1-3-20, Indiana Compulsory School Attendance Law, section 20, requires a parent to produce a certificate of a child's incapacity on demand to the school within six (6) days if requested.

**Source: Bluffton-Harrison Metropolitan School District**

**Revised: September, 1981, March, 1982, August 22, 1985, January 14, 1987,  
July 13, 1988, March 19, 2001, August 27, 2007, February 13, 2023**

Perfect attendance will be calculated during the last week of school. Students who miss one excused class period or less for the entire school year are eligible for perfect attendance. The following will not count towards perfect attendance: court appearance, working as a page for Congress or the general assembly, funeral, college visits, and a doctor's appointment providing the student is at school for part of the day.

## **TARDINESS**

A student tardy to school must report to the Attendance Office for an admit slip. No student will be permitted to first period class without an admit slip. A student is tardy to class when the student is not in the room when the bell rings. Each teacher has the right to expect students to be in their seats when the bell rings. Students not in their seats would not be counted tardy, but given the appropriate step using the classroom discipline policy.

Parents and students are reminded that because bus service is provided for students, problems such as, but not limited to, car trouble, inclement weather, and other problems related to driving are not excuses for tardiness. Other problems not excused include oversleeping, missing the bus, etc.

A student tardy to class after the first period is to report directly to class and teachers will assign the tardy. Students will be notified by the teacher when they have been marked tardy. Tardiness to class will be addressed as outlined in the student handbook.

## STUDENT RELIGIOUS CIVIL LIBERTIES

The Bluffton-Harrison Metropolitan School District will neither promote nor disparage any religious belief or non-belief in any of its programs or services. All students and staff members are to be respectful and tolerant of each other's views. The school administration shall endeavor to foster understanding and mutual respect among members of its school community. The school administration will accommodate religious beliefs by not requiring students or staff members to participate in practices that are contrary to their religious beliefs, except where there is an overriding, objective concern that would prevent the allowance of an accommodation.

*Programs or courses that teach about religion and its role in the social, cultural, and historical development of civilization, as well as the social and political context of world events, are appropriate subjects to study, which may be offered as part of the school corporation's curriculum. Such programs or courses shall be presented in a neutral and objective manner and not promote or inhibit religion or religious practices or beliefs. The school administration shall not censor the curriculum based on objections to the content, viewpoint, or inclusion of the religions addressed in the courses or programs.*

*Instructional materials shall be sufficiently comprehensive and appropriate to the students enrolled in the course. Such instructional materials will be selected to:*

- *Provide representative selections from many religious, ethnic, and cultural groups to demonstrate their contributions to world civilization and American heritage;*
- *Stimulate growth in factual knowledge, literary and artistic appreciation, aesthetic values, and ethical standards;*
- *Enrich and support the overall curriculum of the school corporation;*
- *Provide contrasting sides of issues so that students may develop, under guidance, the practice of critical analysis; and*
- *Place principle above personal opinion and reason above prejudice.*

### Religious Viewpoint Generally

School personnel will not discriminate against or otherwise sanction a student or the student's parent or guardian based on expression of a religious viewpoint regarding an otherwise permissible subject to the same extent the school personnel will not discriminate or sanction a student or the student's parent or guardian for expression of a secular or non-religious viewpoint on an otherwise permissible subject. School personnel will encourage students to respect the rights of others to have their own views and religious beliefs.

### Classroom Assignments; Religious Content

A student will not be sanctioned or rewarded for religious content in homework, artwork, or in any other written or oral classroom assignment. A classroom assignment will be graded based on the ordinary academic and pedagogical standards applicable to all student work.

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: May 14, 2018**

**Reviewed: January 23, 2023**

## **Religious Expression by Students**

Students may pray or engage in religious activities or religious expression before, during, and after the school day to the same extent that students may engage in nonreligious activities or expression.

## **Accommodation of Religion**

A student or the student's parent or guardian religious beliefs will be accommodated where it is reasonable to do so and the accommodation will not impede or interfere with the rights of other students.

The following accommodations may be made by the school administration based on religious beliefs:

- Excusal from curricular content that is objectionable to the student or the student's parent or guardian based on religious beliefs.
- Release for religious instruction, at the discretion of the building principal and such a release may be for up to 120 minutes a week. The principal will not unreasonably decline permission.

## **Dress Code**

A student whose religious beliefs may be manifested in the wearing of clothing, accessories, or jewelry not otherwise permitted by the dress code, will be reasonably accommodated if the accommodation will not, or is not likely to, cause a substantial disruption or material interference with school purposes or impinge on the rights of other students.

Students may wear clothing, accessories, and jewelry that display religious messages or contain religious symbols to the extent that students are permitted to wear clothing, accessories, and jewelry that display non-religious messages or contain non-religious symbols.

Speech or messages that are lewd, vulgar, or indecent or speech or messages that promote activities that are illegal for students are not permitted.

## **Religious Clubs**

Students may organize prayer groups, religious clubs, or other religious gatherings before, during, and after school to the same extent students are permitted to organize other noncurricular student groups, clubs, or gatherings before, during, and after school.

## **Disclaimer**

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: May 14, 2018**

**Reviewed: January 23, 2023**

Any activity or expression by a student or students for religious reasons that occurs at the school or during an activity sponsored by the school is neither sponsored nor endorsed by the school corporation.

### **Equal Access to School Facilities**

All student groups shall have the same right of access to school facilities for meetings and school-based communication avenues regardless of the viewpoint of the student group or the content of the student group's message, consistent with the policies of the governing body with respect to student speech.

Legal Reference:     IC 20-33-12  
                              IC 20-33-2-19

**Source:   Bluffton-Harrison Metropolitan School District**  
**Adopted:  May 14, 2018**  
**Reviewed: January 23, 2023**

**EXTRACURRICULAR ACTIVITIES AND STUDENT DRIVER  
WITHDRAW FORM**

I, \_\_\_\_\_, have decided to withdraw my name from the random drug testing pool. By doing so I understand that once signed, I will not be allowed to participate in any extracurricular activities or drive to or from school for **365 days**. After the 365 days have elapsed, I may then reenter into the testing pool with a “Consent Form” and by testing negative. I understand that this reentry drug test will be paid for by **either the student and/or parent/guardian or custodian**.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/guardian or custodian Signature

\_\_\_\_\_  
Date

## **POLICY AND GUIDELINES FOR CONTROLLING HEAD LICE IN THE SCHOOL**

Head lice are wingless insects one to three millimeters in length. Exclusively parasites of man, they live on or near the scalp and attach their tiny eggs called nits, to hair shafts. A mature louse egg hatches in about a week, and the emerged nymph (baby louse) requires seven to ten days to become an adult. The adult lives another 20-30- days. A female louse will lay up to 4 or 5 eggs per day throughout this period.

Head lice are incapable of flying or jumping but they can crawl fairly rapidly. Head lice are mainly acquired by DIRECT head-to-head contact with an infested person's hair, but may infrequently be transferred with shared combs, hats, coats and other hair accessories. They may also remain on bedding or upholstered furniture for a brief period. Indirect transmission is limited because head lice can live only about 48 hours away from the human host. The eggs can live away from the host for about 10 days but will NOT hatch at room temperature or below.

Head lice are completely dependent on human blood which they suck from the bite wounds in the scalp. The bites produce intense itching which is frequently the first sign of the presence of lice. Scratching may lead to a secondary bacterial infection.

The diagnosis is confirmed by finding lice or nits. They are usually most common above and behind the ears and on the back of the head and neck. Nits should not be confused with dandruff, which can be easily flicked off a hair. Nits are TIGHTLY attached to the hair shaft and difficult to remove even with tweezers. Nit removal is ESSENTIAL in the treatment of head lice as no treatment has been found to be 100% effective in killing the eggs. Leaving nits in the hair can lead to re-infestation.

It is the position of the National Association of School Nurses and the Pediatrics Association that sending a child HOME from school with Lice or Nits is a disruption of the education process and should not be viewed as an essential strategy in the management of head lice. Furthermore, head lice are now considered a "public nuisance" and are no longer addressed by the Board of Health as a health issue, in that lice are not known to carry any form of disease.

The following guidelines will be followed by the school nurse should a child be found to have head lice while attending school:

|                  |                                                       |
|------------------|-------------------------------------------------------|
| <b>Source:</b>   | <b>Bluffton-Harrison Metropolitan School District</b> |
| <b>Adopted:</b>  | <b>April 28, 1997</b>                                 |
| <b>Reviewed:</b> | <b>March 19, 2001, April 17, 2023</b>                 |
| <b>Revised:</b>  | <b>July 23, 2001, April 8, 2013</b>                   |

1. The parent or guardian will be notified by phone or note that evidence of head lice has been found on their child.
2. An explanation will be given to the parent which will define the problem, suggest methods of treatment and disinfection, and request that other family members be examined for head lice.
3. The child will be allowed to return to the classroom for the remainder of the day unless a parent chooses to take the child home to begin treatment.
4. The school nurse will check the child following treatment. If evidence of head lice and/or nits are still present, the parent/guardian will again be notified by phone or note.

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** April 28, 1997  
**Reviewed:** March 19, 2001, April 17, 2023  
**Revised:** July 23, 2001, April 8, 2013

## **STUDENT MENTAL AND BEHAVIORAL SERVICES RECORDS**

### **Student Mental and Behavioral Services Records**

Student Mental and Behavioral Services (SMBS) records are reports, notes, diagnosis, and/or appointments relating to a student who was referred to by school officials to receive mental or behavioral services as provided by state law or under a school corporation's memorandum of understanding with a mental or behavioral services provider and is receiving or has received mental or behavioral services and maintained by the school corporation. SMBS records are the property of the school corporation and are confidential medical records.

### **Custody and Protection of SMBS Records**

SMBS records are to be kept and maintained in separate student files only, and shall not be filed or maintained in the student's permanent cumulative educational files.

### **Control of SMBS Records**

SMBS records shall be maintained and secured in the office of the school official who is responsible for the referral process and parent conference under the school corporation's procedures for referral of students to mental or behavioral services due to demonstrated repeated patterns of aberrant or abnormal behavior.

### **Access to Education Records**

SMBS records of a student shall not be shared with other school officials who are not maintaining SMBS records of the student.

Legal Reference: IC 20-34-3-21

**Source: Bluffton-Harrison Metropolitan School District**

**Adopted: July 20, 2020**

**Reviewed: July 17, 2023**

## NOTICE TO PARENTS AND STUDENTS OF THEIR RIGHTS CONCERNING EDUCATION RECORDS

To Parents and Students:

Education records are governed by federal and state law and regulation. The requirements of these laws and regulations are contained in School Board Policy JO, entitled "Student Records." Generally, this policy provides for the following:

1. Records are confidential and may be disclosed only as provided for in the policy.
2. The policy concerns both elementary and secondary student education records.
3. Parents have a right to examine their student's records at reasonable times if the student is less than eighteen (18) years of age and not attending a post-secondary institution or if the child is a dependent student as defined by Section 152 of the Internal Revenue Code of 1954.
4. Students have a right to examine their records at reasonable times.
5. Before education records are disclosed to third-parties, the school requires a signed and dated written consent of (a) a parent or a student who is less than eighteen (18) years of age and not attending a post-secondary educational institution, or (b) a student who is at least eighteen (18) years of age or attending a post-secondary institution.
6. Certain persons may examine education records without a parent's or student's consent as provided in the above paragraph. These include school officials (who have legitimate educational interests) and officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll. This school corporation forwards education records to another school corporation, school system, or institution of post-secondary education where the student seeks or intends to enroll without prior notification to the parent or student.
7. Directory information will be released to media organizations (including radio, television, and newspapers), colleges, civic or school-related organizations, and state or local government agencies without the consent of parents or students as provided in item 5 above. Directory information includes the student's name, address, parent home and work telephone number, major field of study, participation in officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, awards received, motor vehicle description (including license plate number), hair and eye color, race, sex, date of birth, height, weight, grade level, and other similar information which would not generally be considered harmful or an invasion of privacy if disclosed. A parent of a student who is less than eighteen (18) years of age or a student who is at least eighteen (18) years of age may object to disclosure of any of these categories of directory information by filing Form JO-E2 (Denial of Permission to Release Certain Directory Information Without Prior Written Consent) from the principal's office no later than 14 calendar days from the beginning of school.

Sincerely,

[Superintendent]

Bluffton-Harrison M.S.D.

805 E. Harrison St.

Bluffton, Indiana 46714

Telephone: (219) 824-2620

**Source:** Bluffton-Harrison Metropolitan School District

**Adopted:** January 1, 1990

**Reviewed:** March 19, 2001, August 14, 2023

**DENIAL OF PERMISSION TO RELEASE CERTAIN  
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

Denial of permission to release certain directory information without prior written consent may be made by a parent of a student who is less than eighteen (18) years of age or by a student who is at least eighteen (18) years of age. Please circle any of the categories for which you wish to deny release and provide the information requested:

Name of Parent/Guardian/Custodian: \_\_\_\_\_

Name and Birth date of Student(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Directory Information Categories (circle denial categories):

1. student's name
2. student's address
3. parent's name
4. parents' home and work telephone numbers
5. student's major field of study
6. student's participation in officially recognized activities and sports.
7. student's height and weight
8. student dates of attendance
9. awards received
10. motor vehicle description (including license number)
11. hair and eye color
12. race
13. sex
14. date of birth
15. grade level
16. other similar information (specify)

The school corporation does not have my permission to release information regarding categories circled above.

Qualified Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Source: Bluffton-Harrison Metropolitan School District**  
**Adopted: January 8, 1990**  
**Reviewed: March 19, 2001, August 14, 2023**

**Notice of Restriction to Release Student Directory Information to Military  
Representatives**

Release of Student Directory Information by the high school to recruiting representatives of the various military services and academies is required by federal law (20 U.S.C. 7908; 10 U.S.C. 503). For purposes of these laws, directory information is defined as name of student, address, and published telephone number(s). A parent or a student, if over the age of 18, has the right to restrict the release of such information to the military recruiting representatives if the parent or student makes a written request that the directory information not be released to military recruiters without the parent's written consent to such release.

**Denial of Permission to Release Student Directory Information to Recruiting  
Representatives of the Military Services and Military Academies**

Dear Parent and Student:

Student directory information, as defined below, must be released to any recruiting representative of any military service or academy who requests it unless the parent or student provides a written request stating no student directory information is to be given to a military recruiting representative. If you do not want this directory information released to any military recruiting representative, please fill out the form below and return it to the principal's office. Thank you.

Student Directory Information is defined as follows:

1. Name of student
2. Address
3. Telephone number(s), if listed or published

\_\_\_\_\_ The release of Student Directory Information to all military recruiting representatives is denied unless my written permission is given to release such information to a military recruiting representative.

|                 |        |       |
|-----------------|--------|-------|
| Name of Student | School | Grade |
|-----------------|--------|-------|

|                    |      |
|--------------------|------|
| Parent's Signature | Date |
|--------------------|------|

|                     |      |
|---------------------|------|
| Student's Signature | Date |
|---------------------|------|

**Source:** Bluffton-Harrison Metropolitan School District  
**Adopted:** January 8, 1990  
**Reviewed:** March 19, 2001, August 14, 2023  
**Revised:** November 13, 2006, May 14, 2018

## SECTION 504

### Notice of Rights

It is the policy of Bluffton-Harrison M.S.D. that no student with a disability, shall, on the basis of that disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which is sponsored by or contracted by this School Corporation.

The rights in this document may be exercised by any student, or the parent or guardian of any student, who is attempting to become eligible or has been found eligible under Section 504 of the Rehabilitation Act. \* A student or parent who encounters any difficulties in exercising any of these rights should immediately contact:

Name: \_\_\_\_\_

Section 504 Coordinator

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

If desired, a written complaint may be filed with the Coordinator and will be investigated and responded to under the School Corporation's complaint procedure.

#### 1. Free Appropriate Public Education ("FAPE")

A student found eligible under Section 504 has the right to a free appropriate education, that is, an education which is designed to meet the individual student's needs as adequately as the needs of non-disabled students are met, and which is provided at no cost beyond student fees normally required of non-disabled students. Further, if services which are necessary for the student under Section 504 are provided at a location other than the school to which the student

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\*The rights in this document may be exercised by a student's parent/guardian or the student if 18 years of age or older. Any reference to "parent" includes the student's guardian and the student if he/she is 18 years of age or older.

## SECTION 504

would normally be assigned, transportation to that location must be provided by the School Corporation. No student may be excluded from educational services solely on the basis of the student's disability.

### 2. Least Restrictive Environment ("LRE")

Students who are eligible for services under Section 504 will be educated, to the maximum extent appropriate, with students who are not disabled. The only exception will be if the needs of an eligible student require that certain services be delivered outside of the regular education setting.

Non-academic and Extracurricular activities for an eligible student will be provided in the same setting as non-disabled students, unless the eligible student's disability requires other arrangements.

Both academic and non-academic services, to the greatest extent appropriate for the eligible student, will be provided in the school the student would normally attend if he/she were not disabled.

### 3. Procedures

#### A. Referral

Prior to a student being found eligible under Section 504, the student must be referred for testing by his/her parent or by a school staff member. A student 18 or older may self-refer. A parent or staff member who believes that a student may be eligible for services under Section 504, should obtain a referral form from the Principal of the school the student attends.

## SECTION 504

### B. Evaluation

If the student's needs appear to require a full battery of intelligence and achievement testing, the student is better referred to the school's special education department for an evaluation under Article 7, which addresses children in need of special education. Information concerning referral for special education can also be obtained from the Principal of the school which the child attends. If the parent or staff member believes that the student is not in need of special education, but needs certain services or accommodations in order to address a physical or mental health problem which may jeopardize the student's attendance at or participation in school activities and programs, then an evaluation under Section 504 should be pursued.

An evaluation under Section 504 may consist of such activities as:

- ☐ a review of all of the student's records currently in the school's possession;
- ☐ gathering information from medical personnel who have worked with the student and are knowledgeable of his/her condition;
- ☐ requesting information from each staff member who works with the student as to his/her academic and social/emotional functioning; and
- ☐ soliciting information from community personnel who may have worked with the student and any and all information which the parent may have, along with direct parental input concerning the child's health, general functioning in the home and community and any school-related problems.

If it appears to school personnel that further medical information is necessary to proceed with identification under Section 504, the school may request parental permission to obtain medical testing necessary to make a decision concerning both eligibility and necessary services. Parent permission must be obtained before obtaining

## SECTION 504

medical or psychological records from an outside service provider and before school personnel administer tests which are not normally administered to the entire student body.

### C. Meetings

Once any necessary evaluation procedures are completed and all relevant information has been collected, the student's Section 504 Committee, (a group of people knowledgeable about the student) will meet to review the information and decide about the student's eligibility under Section 504.

Persons knowledgeable about the student "may include the student's parents, teacher(s), guidance counselor, school nurse, community personnel who have worked with the student, school psychologist, and others who can make a meaningful contribution to the discussion of eligibility and the provision of appropriate services.

After review of the evaluative data, the student's 504 committee will decide whether the student meets the Section 504 definition as a person with a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. The substantial limitation to one or more major life activities must have a direct impact on the student's ability to learn or otherwise function in the school setting.

If the student is found eligible under Section 504, the student's committee will devise a Student Accommodation Plan, which allows the student to function appropriately in the school setting and provides access to school sponsored activities both academic and non-academic.

## SECTION 504

At least once during every twelve-month period, the student's Section 504 committee should meet to review and update, as necessary, the Student Accommodation Plan.

Prior to any meeting of the student's Section 504 committee, the parent will be provided notice of the date, time and location of the meeting. The meeting can be rescheduled if the date or time set by the school does not allow the parent to attend.

### 4. Access to Records

A student's parent may have access to the student's entire school record. The requesting party should specify the particular records needed or that the entire record is being requested so the school will be sure to gather all records from any location in which such information might be stored. If the request is for a copy of the record, a reasonable reproduction fee may be charged by the school. Requests for access to student records should be made to the Principal of the school which the student attends.

Should the student's parent believe that there is incorrect or misleading information contained in the student record, a request may be made, in writing, that such information be deleted from the student's record. Should the request be denied by the building Principal, the parent may request a records hearing. This hearing will be held before a member of the school's administrative staff, who has had no prior involvement with the student, and who will decide whether the material will remain a part of the record or be deleted. If the decision is to leave the material in the student's record, the parent may attach a short statement delineating why he/she believes the information is incorrect or misleading. That statement will remain a part of the student's record.

## SECTION 504

### 5. Hearings and Appeals

Should a parent feel that a student has not been correctly identified or is not receiving appropriate services under Section 504, the parent may file a request for the appointment of an Impartial Hearing Officer, who will conduct a hearing to decide the issue. The Impartial Hearing Officer will not be affiliated with either the school or the parent and will rule upon any issues presented to him/her which are relevant under Section 504 of the Rehabilitation Act. The Hearing Officer will be chosen and paid by the School Corporation. The parent may be accompanied at the hearing by an attorney or other representative. Both the School and parent may submit written evidence and provide testimony from themselves and others concerning the issues before the Hearing Officer. Each party at the hearing will bear the cost of its legal counsel, expert witnesses and exhibits presented to the Hearing Officer. The Hearing Officer will schedule the hearing, receive evidence and testimony, and provide a written decision to all parties in a timely manner.

If either party disagrees with the Hearing Officer's decision, the School will choose an Impartial Review Officer, not affiliated with either the School or the parent to review the Hearing Officer's decision as well as the evidence and testimony in the record and render a final decision in writing to both parents and school in a timely fashion.

A parent who wishes to file a request for a hearing may do so in writing to the Superintendent at:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

## **SECTION 504**

6. Office for Civil Rights

Any parent who believes a student is being discriminated against on the basis of the student's disability and wishes not to use the school corporation's complaint procedure, may file a complaint with:

Office for Civil Rights  
Midwestern Division  
Chicago Office  
111 North Canal Street, Suite 1053  
Chicago, IL 60606-7204

## SECTION 504

### Student Referral

1. Student Information

Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Grade level: \_\_\_\_\_

Phone: \_\_\_\_\_

School: \_\_\_\_\_

2. Parent Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

3. Person Making Referral

Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

4. Reason for Referral

Identified disability (if any): \_\_\_\_\_

Treating physician:

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Psychologist/Counselor (any other person who may have information which can be used  
in determining 504 eligibility)

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

**SECTION 504**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_

Permission to contact and receive records from the persons listed above should be requested of the student's parent/guardian.

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Referring Party Date

## SECTION 504

Referral Date: \_\_\_\_\_

Date of 504 Meeting: \_\_\_\_\_

### Evaluation Checklist

The staff person responsible for the evaluation should indicate the receipt or performance of each item which applies to the student's evaluation prior to the meeting at which eligibility is to be considered.

- ☐ Referral
- ☐ Parent permission for evaluation (if needed)
- ☐ Review of school records
- ☐ Parent release of information of records from outside providers
- ☐ Review of pertinent medical information (to be performed by school nurse)
- ☐ Gathering of data/information from staff members who have worked with student
- ☐ School evaluation (if any) and report
- ☐ Contact with community personnel who worked with student
- ☐ Contact with student's treating physician, psychologist or other (by School Nurse and/or School Counselor)
- ☐ Notice to parent of date, time and location of Section 504 Meeting

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Responsible Staff Member

## SECTION 504

### Permission for Release of Records

Physician, psychologist or other (specify) from whom records are being requested:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

I, \_\_\_\_\_, Parent/Guardian of \_\_\_\_\_, who is a student currently enrolled in \_\_\_\_\_ School Corporation, hereby give my permission for release of the following records concerning my son/daughter:

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The records should be sent to:

Staff member: \_\_\_\_\_

Title: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

at your earliest convenience so that they may be used in the consideration of certain educational services. If you have questions concerning this request, please contact me at:

Parent/Guardian name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone No.: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

SECTION 504

Meeting Notice

A meeting to consider or review eligibility and possible services under Section 504 for your child \_\_\_\_\_, has been set for \_\_\_\_\_, 200\_\_, at \_\_\_\_\_ .m., to be held at \_\_\_\_\_. If this date and time are not convenient for you, please notify:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

at your earliest convenience so that the meeting can be rescheduled.

Your child’s teacher, counselor, school nurse, *[add others as appropriate]* will probably attend this meeting. Should you wish to bring other persons who are knowledgeable about your son/daughter, please notify the school approximately how many persons may be attending so that we may provide adequate space.

Questions regarding this notice should be directed to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION 504

Student Behavior Plan

Student’s Name: \_\_\_\_\_  
Parent’s Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_  
Date Plan Developed: \_\_\_\_\_  
Date Plan Updated: \_\_\_\_\_

Disability – as decided by Section 504 Committee: \_\_\_\_\_

A. Behaviors to be addressed:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

B. Causes/Triggers for behaviors in school setting:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

C. Changes in school environment necessary to lessen behaviors:

|             | <u>Change</u> | <u>Responsible Person(s)</u> |
|-------------|---------------|------------------------------|
| Behavior 1. |               |                              |
| Behavior 2. |               |                              |

SECTION 504

|             | <u>Change</u> | <u>Responsible Person(s)</u> |
|-------------|---------------|------------------------------|
| Behavior 3. |               |                              |

D. Steps to be followed by school staff to respond to behaviors

|             | <u>Steps</u> | <u>Responsible Person(s)</u> |
|-------------|--------------|------------------------------|
| Behavior 1. |              |                              |

Behavior 2.

Behavior 3.

Review Date:\_\_\_\_\_

Person responsible for disseminating this plan to staff members\_\_\_\_\_

SECTION 504

Student Accommodation Plan

Student’s Name: \_\_\_\_\_  
Parent’s Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_  
Date Plan Developed: \_\_\_\_\_  
Date Plan Updated: \_\_\_\_\_

Disability (as identified by the Section 504 committee): \_\_\_\_\_

I. Accommodations necessary for the student to access educational programs and activities:

A. Academics

Need  
(as determined through evaluation information)

Accommodation necessary  
to meet need

B. Non-Academics/Extracurriculars

Need  
(as determined through evaluation information)

Accommodation necessary  
to meet need

## SECTION 504

II. Health Plan *(School Nurse must participate in writing this section – Student's physician should also be consulted.)*

A. Summary of medical needs and current medications

Action

Person Responsible

III. Evacuation Plan *(Student's physician should be consulted. Nurses and/or physical therapist may need to participate.)*

Action

Person Responsible

Next Review Date: \_\_\_\_\_

## SECTION 504

### Meeting Report

Student's Name: \_\_\_\_\_  
Parent's Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_  
Date of Meeting: \_\_\_\_\_  
Grade Level: \_\_\_\_\_

I. Persons in attendance:

Name

Title

II. Consideration of evaluation information

Evaluation report, teacher report,  
record review, etc.

Specific information regarding  
possible disability

III. Eligibility consideration

A. Does the evaluation information identify a physical or mental impairment?  
Specify. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## SECTION 504

B. Does the impairment significantly affect a major life activity?

Activity Significantly Affected

Impact on Functioning in School Setting

C. Does the student have a record of such impairment? Does that record significantly affect the student's ability to function in the school setting? Explain\_\_\_\_\_

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What action by the school is necessary to reduce the effects of a record of impairment?

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D. Is the student regarded by school personnel as having such impairment? Does being so regarded have a significant affect on the student's ability to function in the school setting? Explain\_\_\_\_\_

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What action by the school is necessary to reverse the effects of the student being regarded as having a disability?\_\_\_\_\_

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SECTION 504

- IV.    A.    If the student is eligible under Section 504, the committee should complete the Student Accommodation Plan, including a Health/Evacuation Plan if necessary. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- B.    If the student is not eligible under Section 504, please list any information which may be helpful to the classroom teacher or other staff who work with the student. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Person responsible for disseminating the information \_\_\_\_\_