GALENA CITY SCHOOL DISTRICT

JOB DESCRIPTIONS
AND
JOB EVALUATIONS
MANUAL

2020

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GALENA CITY SCHOOL DISTRICT

Position: Accounts Payable

Location: Business Office

Reports to: Business Manager

Classification: Classified

Work Year: 260 days

Salary: Range 9

Summary or Purpose:

To assure a smooth and efficient operation of the school office, so that the maximum positive impact on the education of children can be realized.

Qualification Requirements:

- High school diploma
- Computer experience in databases, excel, word, other software
- Prefer experience in accounting or business or bookkeeping
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Process accounts payable as directed.
2. Maintains purchase order files processed as received and ready for payment.
3. Encumber purchase orders as needed.
4. File and create files for accounts payable vendors.
5. Assist in the SHS staff mail distribution.
6. Direct and process bulk orders as needed for GCSD sites.
7. Receive and route incoming calls.
8. Perform usual office routine duties.
9. Fill in for business office personnel as absence or workload requires.
10. Assist with inventory and log in-coming material orders.
11. Receive and route visitor communications or requests.
12. Receive and direct visitors to the school office.
13. Operate word processors, computers, calculators, copiers, and facsimile machines.
14. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Accounts Payable

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Process accounts payable as directed.	☐	☐	☐
Maintains purchase order files processed as received and ready for payment.	☐	☐	☐
Encumber purchase orders as needed.	☐	☐	☐
File and create files for accounts payable vendors.	☐	☐	☐
Assist in the SHS staff mail distribution	☐	☐	☐
Direct and process bulk orders as needed for GCSD sites.	☐	☐	☐
Receive and route incoming calls.	☐	☐	☐
Perform usual office routine duties.	☐	☐	☐
Fill in for business office personnel as absence or workload requires.	☐	☐	☐
Assist with inventory and log in-coming material orders.	☐	☐	☐
Receive and route visitor communications or requests.	☐	☐	☐
Receive and direct visitors to the school office	☐	☐	☐
Operate word processors, computers, calculators, copiers, and facsimile machines	☐	☐	☐

Evaluator's Comments:

Accounts Payable's Comments:

The signatures below indicate that the Accounts Payable and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Accounts Payable's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Admin. Asst / Field Representative

Location: Field Office / Home

Reports to: Director

Classification: Classified

Work Year: 260 days

Salary: Range 15

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Program Director or designee, the role of the Administrative Assistant / Field Representative is to assist the Director and other administrators and to serve as the Head Field Rep, coordinating the activities of the Field Reps and the information they share with families, ensuring program-wide consistency.

Qualification Requirements:

- High School diploma required.
- Homeschool experience and knowledge of the homeschooling movement required.
- Must be able to communicate effectively with various groups and individuals.
- Must have excellent organization skills.
- Must have good writing skills; computer and internet proficiency preferred.
- Such alternative qualifications as the administration may deem appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Create and update handbooks for parents and PowerPoint presentations to be used in any orientations for parents.
2. Coordinate dates, advertising, and travel for state-wide workshops.
3. Assist administration in policy formation, serving as homeschool consultant.
4. Maintain online family resources, including PO Vendor list.
5. Create and update IDEA forms.
6. Plan and coordinate Curriculum Fair statewide. Assist local coordinators as needed.
7. Be regularly available to families and staff; respond promptly via e-mail and phone.
8. Assist Field Reps as requested with miscellaneous needs.
9. Establish and communicate Field Rep procedures to the Field Reps.
10. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Admin. Asst./Field Representative

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Create and update handbooks for parents and PowerPoint presentations to be used in any orientations for parents.	☐	☐	☐
Coordinate dates, advertising, and travel for state-wide workshops.	☐	☐	☐
Assist administration in policy formation, serving as homeschool consultant.	☐	☐	☐
Maintain online family resources, including PO Vendor list.	☐	☐	☐
Create and update IDEA forms.	☐	☐	☐
Plan and coordinate Curriculum Fair statewide. Assist local coordinators as needed.	☐	☐	☐
Be regularly available to families and staff; respond promptly via e-mail and phone.	☐	☐	☐
Assist Field Reps as requested with miscellaneous needs.	☐	☐	☐
Establish and communicate Field Rep procedures to the Field Reps.	☐	☐	☐

Evaluator's Comments:

Admin. Asst./Field Representative's Comments:

The signatures below indicate that the Admin. Asst./Field Representative and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Admin. Asst./Field Representative's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Administrative Assistant Special Education **Location:** IDEA Field Office

Reports to: Director of Special Education **Classification:** Classified

Work Year: 260 days **Salary:** Range 11

Summary or Purpose:

To assist the Director with the management of special education

Qualification Requirements:

- High School Diploma plus training
- Maintain close working relationship with school administrators and other district personnel
- Promote positive image of the District and positive public relations at all times.
- Demonstrated computer and clerical skills
- Good interpersonal skills
- Such alternative to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist in the enrollment process of new students who have been identified as eligible for special education services including updating, processing, and tracking online enrollment applications; acquiring necessary records from outside districts; forwarding student files to appropriate case managers; updating Power School to activate the student's IEP Core screen and entering current IEP, ESER, and other state required data; and assembling a paper copy district file (blue binders).
2. Respond in a timely fashion to all special education records requests from outside districts and agencies, including documentation of response.
3. Review incoming IEP's for missing information or date corrections including requesting any needed clarifications or information from case managers.
4. Using EXCEL, maintain an exited student list, sorted by school year, for the current school year and five years prior for Records Destruction purposes. Send out annual Records Destruction notices in January for files which have aged beyond state maintenance requirements. In response to parent request for records, mail or prepare for pick up any student files (excluding test protocols which must be shredded) and notate Records Destruction spreadsheet.
5. Download and print (two copies) of service reports for students receiving Speech and Language or Occupational Therapy services. File one copy in the student's Special Education binder, and send one copy to the student's parents (mail merge address labels from spreadsheet). Email an electronic copy to the appropriate case manager.
6. Using the internet, research special education vendors, curriculum, and test protocols in response to materials requests; prepare necessary check requests, requisitions, or reimbursement requests.
7. Prepare requisitions to request the issuance of Purchase Orders for payment to service providers.

8. Process necessary forms and initiate arrangements for lodging, airfare, ground transportation, and/or per diems for district contracted therapists, SPED case managers, school psychologist, and/or SPED Director, including making reservations, preparing requisitions for purchase orders, forwarding copies of Purchase Orders to vendors, and forwarding invoices from vendors to the Galena Business Office for payment.
9. Distribute the HSGQE Testing Alternate Assessments brochures and associated state correspondence to all 9th grade Special Education and 504 Plan students though out the school year. Place a copy of the cover letter in the student's district file.
10. Accurately review, cross check, update and resolve conflicts for all special education data in GCSD and IDEA PowerSchool databases in preparation for submission of the Fall, Spring, and Summer OASIS reports.
11. Assist with composing electronic and paper communications, including reports and proposals.
12. Assist case managers with a variety of clerical needs in a prompt and courteous manner, including but not limited to offering software training, creating documents and forms, and responding to district file inquires.
13. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Administrative Assistant Special Education

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist in the enrollment process of new students who have been identified as eligible for special education services including updating, processing, and tracking online enrollment applications; acquiring necessary records from outside districts; forwarding student files to appropriate case managers; updating Power School to activate the student's IEP Core screen and entering current IEP, ESER, and other state required data; and assembling a paper copy district file (blue binders).	☐	☐	☐
Respond in a timely fashion to all special education records requests from outside districts and agencies, including documentation of response.	☐	☐	☐
Review incoming IEP's for missing information or date corrections including requesting any needed clarifications or information from case managers.	☐	☐	☐
Using EXCEL, maintain an exited student list, sorted by school year, for the current school year and five years prior for Records Destruction purposes. Send out annual Records Destruction notices in January for files which have aged beyond state maintenance requirements.	☐	☐	☐
Download and print (two copies) of service reports for students receiving Speech and Language or Occupational Therapy services. File one copy in the student's Special Education binder, and send one copy to the student's parents (mail merge address labels from spreadsheet).	☐	☐	☐
Using the internet, research special education vendors, curriculum, and test protocols in response to materials requests; prepare necessary check requests, requisitions, or reimbursement requests.	☐	☐	☐
Prepare requisitions to request the issuance of Purchase Orders for payment to service providers	☐	☐	☐
Process necessary forms and initiate arrangements for lodging, airfare, ground transportation, and/or per diems for district contracted therapists, SPED case managers, school psychologist, and/or SPED Director	☐	☐	☐
Accurately review, cross check, update and resolve conflicts for all special education data in GCSD and IDEA PowerSchool databases in preparation for submission of the Fall, Spring, and Summer OASIS reports.	☐	☐	☐
Compile data for various reports throughout the year (Supplemental Spec. Ed., Carl Perkins, Impact Aid.)	☐	☐	☐
Assist with composing electronic and paper communications, including reports and proposals.	☐	☐	☐

Evaluator's Comments:

Administrative Assistant's Comments:

The signatures below indicate that the Administrative Assistant and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Administrative Assistant's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Administrative Assistant I **Location:** Business Office

Reports to: GCSD Business Manager **Classification:** Classified

Work Year: 260 days **Salary:** Range 11

Summary or Purpose:

Assist the GCSD Business Manager with technical, clerical duties to administer the business affairs of the district

Qualification Requirements:

- High School Diploma plus training
- Experience with Accounting Related Practices
- Demonstrated Computer Skills, especially Excel, Word, and Accounting software
- Excellent Clerical Skills
- Excellent Organizational Skills
- Excellent Interpersonal Skills
- Such alternative to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Records, classifies and summarizes financial transactions in accordance with generally accepted accounting principal (GAAP), state and federal requirements.
2. Supports the direction of wide range fiscal accounting processes, assisting with payables, receivables, and grant operations. Performs entries into fund accounting system to correct inaccurate coding. Advises school staff on appropriate accounting for accuracy and compliance according to GAAP procedures.
3. Assists in management in all areas of accounting, computerized software, funds, payroll, and personnel records management.
4. Assists with mandated retirement reporting, semi-monthly ACA 1094 reporting, and quarterly unemployment financial reporting to agencies. Uploads data on a regular basis. Reconciles differences as needed.
5. Prepares weekly, monthly and quarterly bank reconciliations for the district, i.e.: main account, health, long-term investments, and other small district accounts to ensure a positive bank balance. May periodically assist with bank uploads.
6. Makes payments for huge accounts on a regular basis, i.e.: City, capital projects. Questions discrepancies and makes adjustments, as needed.
7. Initiates, verifies and processes journal entries. Reconciles sub-ledger to the general ledger and resolves differences. Prepares quarterly reports for special accounts, manages stale checks.
8. Assists with financial compliance on grant programs and prepare reports, as necessary.
9. Assists with payroll as directed by supervisor and performs semi-monthly entries into payroll to manage rent, and other salary deductions. Periodically, enters new staff into payroll in absence of payroll personnel.
10. Prepares and assists with required audits and special projects.
11. Establishes and maintains professional relationships with colleagues and outside agencies to promote a positive working environment.
12. Assists in other job capacities when other staff are absent.
13. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Administrative Assistant I Business Office

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Records, classifies and summarizes financial transactions in accordance with generally accepted accounting principal (GAAP), state and federal requirements.	☐	☐	☐
Supports the direction of wide range fiscal accounting processes, overseeing payable, receivable and assists with grant operations. Performs entries into funding system to correct inaccurate coding. Advises school staff on appropriate accounting for accuracy and compliance according to GAAP procedures.	☐	☐	☐
Guides operation in all areas of accounting, computerized software, funds and personnel records management.	☐	☐	☐
Initiates, verifies and processes journal entries. Reconciles sub-ledger to the general ledger and resolves differences.	☐	☐	☐
Assists with reports and financial compliance on all grants programs and prepare reports, as necessary.	☐	☐	☐
Assists with retirement reporting and unemployment financial reports to agencies. Uploads data on a regular basis. Reconciles differences as needed.	☐	☐	☐
Prepares bank reconciliations for the district, i.e.: main account, health, long term investments, and other small district accounts to ensure a positive bank balance. May periodically assist with bank uploads.	☐	☐	☐
Prepares and assists with required audits.	☐	☐	☐
Establishes and maintains professional relationships with colleagues and outside agencies to promote a positive working environment.	☐	☐	☐
Assists with payroll as directed by supervisor. Periodically, enters new staff into payroll in absence of payroll personnel.	☐	☐	☐

Evaluator's Comments:

Administrative Assistant's Comments:

The signatures below indicate that the Administrative Assistant I and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Administrative Assistant's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Administrative Assistant IDEA

Location: IDEA Field Office

Reports to: IDEA Director

Classification: Classified

Work Year: 260 days

Salary: Range 11

Summary or Purpose:

Assist the IDEA Director to administer the business affairs of the program.

Qualification Requirements:

- High School Diploma plus training
- Demonstrated Computer Skills
- Excellent Clerical Skills
- Excellent Organizational Skills
- Excellent Interpersonal Skills
- Such alternative to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist IDEA Director with program operations, scheduling, staff trainings, and projects.
2. Maintain a schedule of appointments and make arrangements for conferences and interviews.
3. Manage all IDEA staff travel (excluding SpEd), encompassing booking airfare, lodging and ground transportation and associated follow up. Fill in for Galena/GILA travel coordinator as needed.
4. Prepare comprehensive reports for the Director by gathering and organizing data from a variety of sources.
5. Manage all online family subscriptions (Moby Max, STAR Math and Reading, World Book, IXL and others), including, yearly quote acquisition and review, usage data collection, account setup and troubleshooting with families and contact teachers as needed.
6. Collect vendor registration fees for IDEA Curriculum Fair, send receipts & invoices as needed, make accurate and timely associated deposits.
7. Prepare bi-weekly payroll for submittal to Galena.
8. Expedite office supply needs.
9. Perform the scheduling and bookkeeping tasks associated with district purchase orders.
10. Welcome visitors, arrange for their comfort, and screen unexpected callers in accordance with predetermined policy.
11. Respond to administrative correspondence as requested, composing those responses as needed.
12. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Administrative Assistant to Director of I.D.E.A.

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist IDEA Director with program operations, scheduling, staff trainings, and projects.	☐	☐	☐
Maintain a schedule of appointments and make arrangements for conferences and interviews.	☐	☐	☐
Schedule and ticket student and staff travel as approved by the appropriate administrative designee.	☐	☐	☐
Prepare bi-weekly payroll for submittal to Galena	☐	☐	☐
Expedite office supply needs.	☐	☐	☐
Perform the scheduling and bookkeeping tasks associated with district purchase orders.	☐	☐	☐
Schedule company vehicle readiness (i.e. gas & cleanliness), check out, & service (if site has vehicles).	☐	☐	☐
Welcome visitors, arrange for their comfort, and screen unexpected callers in accordance with predetermined policy.	☐	☐	☐
Respond to administrative correspondence as requested, composing those responses as needed.	☐	☐	☐

Evaluator's Comments:

Administrative Assistant's Comments:

The signatures below indicate that the Administrative Assistant and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Administrative Assistant's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Administrative Assistant II
Board Secretary / Maintenance

Location: Business Office

Reports to: Superintendent

Classification: Classified

Work Year: 260 days

Salary: Range 13

Summary or Purpose:

To complete the written work of Board operations and coordinate board operations; serve the communications needs, events scheduling, and clerical needs of the boards administrative designee.

Qualification Requirements:

- High School Diploma plus training
- Demonstrated computer skills
- Excellent clerical skills
- Excellent interpersonal skills
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Take and transcribe dictation of various types, correspondence, reports, notices, and recommendations from the administrative designee.
2. Obtain, gather and organize pertinent data as needed and puts it into usable form.
3. Maintain a regular filing system, as well as a set of locked confidential files, and process correspondence as needed.
4. Place and receive telephone calls and record messages.
5. Order and maintain supplies as needed
6. Perform the scheduling and bookkeeping tasks associated with district purchase orders and travel.
7. Maintain a schedule of appointments and make arrangements for conferences and interviews.
8. Welcome visitors and arrange for their comfort, and screen unexpected callers in accordance with predetermined policy.
9. Operate word processors, computers, calculators, copiers, and facsimile machines.
10. Respond to administrative correspondence as requested, composing those responses as needed.
11. Schedule and ticket student and staff travel as approved by the appropriate administrative designee.
12. Give public notices and attends all meetings of the Board.
13. Keeps full and accurate minutes of the Board and sends a copy of such minutes to each member of at least one week prior to the next meeting.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Administrative Assistant II Board Secretary / Maintenance

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Take and transcribe dictation of various types, correspondence, reports, notices, and recommendations from the administrative designee.	☐	☐	☐
Obtain, gather and organize pertinent data as needed and puts it into usable form.	☐	☐	☐
Maintain a regular filing system, as well as a set of locked confidential files, and process correspondence as needed.	☐	☐	☐
Place and receive telephone calls and record messages.	☐	☐	☐
Order and maintain supplies as needed	☐	☐	☐
Perform the scheduling and bookkeeping tasks associated with district purchase orders and travel.	☐	☐	☐
Maintain a schedule of appointments and make arrangements for conferences and interviews.	☐	☐	☐
Welcome visitors and arrange for their comfort, and screen unexpected callers in accordance with predetermined policy.	☐	☐	☐
Operate word processors, computers, calculators, copiers, and facsimile machines.	☐	☐	☐
Respond to administrative correspondence as requested, composing those responses as needed.	☐	☐	☐
Schedule and ticket student and staff travel as approved by the appropriate administrative designee.	☐	☐	☐
Give public notices and attends all meetings of the Board.	☐	☐	☐
Keeps full and accurate minutes of the Board and sends a copy of such minutes to each member of at least one week prior to the next meeting.	☐	☐	☐
Assist in the preparation of agenda setting forth all known items of business to be considered at Board meetings to be delivered to board members one week prior to meetings.	☐	☐	☐
Publishes all legal notices concerning district business.	☐	☐	☐
Perform other duties as assigned.	☐	☐	☐

Evaluator's Comments:

Administrative Assistant II Board Secretary / Maintenance Comments:

The signatures below indicate that the Administrative Assistant II Board Secretary / Maintenance and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Administrative Assistant II Board Secretary / Maintenance Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Administrative Assistant III (Payroll)

Location: Business Office

Reports to: Business Manager

Classification: Classified

Work Year: 260 days

Salary: Range 15

Summary or Purpose:

Assist in the administration of the district's business affairs to provide the best possible educational services with the financial resources available.

Qualification Requirements:

- Degree in Business or Accounting, or substitute year by year relevant experience
- Prior demonstrated experience
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Process and reconcile all employment contracts, employment agreements, use of leave, and retirement contributions.
2. Process all certified and classified payroll, including deductions for withholding tax, pension, Social Security, AFLAC, flexible spending, life insurance, health insurance, and other required salary deductions.
3. Record and file all required employment documents, employment certifications and physical exams as required by law.
4. Process all requests for employment verifications of service and transfer of leave.
5. Operate computers, calculators, copiers, and facsimile machines.
6. Assist with the internal auditing of school accounts as requested.
7. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Administrative Assistant III (Payroll)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Process and reconcile all employment contracts, employment agreements, use of leave, and retirement contributions.	☐	☐	☐
Process all certified and classified payroll, including deductions for withholding tax, pension, Social Security, AFLAC, flexible spending, life insurance, health insurance, and other required salary deductions.	☐	☐	☐
Record and file all required employment documents, employment certifications and physical exams as required by law.	☐	☐	☐
Process all requests for employment verifications of service and transfer of leave.	☐	☐	☐
Operate computers, calculators, copiers, and facsimile machines.	☐	☐	☐
Assist with the internal auditing of school accounts as requested.	☐	☐	☐
Perform other duties as assigned.	☐	☐	☐

Evaluator's Comments:

Administrative Assistant III (Payroll) Comments:

The signatures below indicate that the Administrative Assistant II (Payroll) and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Administrative Assistant III (Payroll) Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Administrative / Board Secretary

Location: Business Office

Reports to: Superintendent or designee

Classification: Classified

Work Year: 260 days

Salary: Range 11

Summary or Purpose:

To complete the written work of Board operations and coordinate board operations; serve the communications needs, events scheduling, and clerical needs of the boards administrative designee.

Qualification Requirements:

- High School Diploma plus training
- Demonstrated computer skills
- Good clerical skills
- Good interpersonal skills
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Take and transcribe dictation of various types, correspondence, reports, notices, and recommendations from the administrative designee.
2. Obtain, gather and organize pertinent data as needed and puts it into usable form.
3. Maintain a regular filing system, as well as a set of locked confidential files, and process incoming correspondence as needed.
4. Place and receive telephone calls and record messages.
5. Order and maintain supplies as needed
6. Perform the scheduling and bookkeeping tasks associated district purchase orders and travel.
7. Maintain a schedule of appointments and make arrangements for conferences and interviews.
8. Welcome visitors and arrange for their comfort, and screen unexpected callers in accordance with predetermined policy.
9. Operate word processors, computers, calculators, copiers, and facsimile machines.
10. Respond to administrative correspondence as requested, composing those responses as needed.
11. Schedule and ticket student and staff travel as approved by the appropriate administrative designee.
12. Give public notices and attends all meetings of the Board.
13. Keeps full and accurate minutes of the Board and sends a copy of such minutes to each member of at least one week prior to the next meeting.
14. Assist in the preparation of agenda setting forth all known items of business to be considered at Board meetings to be delivered to board members one week prior to meetings.
15. Publishes all legal notices concerning district business.
16. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Administrative / Board Secretary

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Take and transcribe dictation of various types, correspondence, reports, notices, and recommendations from the administrative designee.	☐	☐	☐
Obtain, gather and organize pertinent data as needed and puts it into usable form.	☐	☐	☐
Maintain a regular filing system, as well as a set of locked confidential files, and process	☐	☐	☐
incoming correspondence as needed.	☐	☐	☐
Place and receive telephone calls and record messages.	☐	☐	☐
Order and maintain supplies as needed	☐	☐	☐
Perform the scheduling and bookkeeping tasks associated district purchase orders and travel.	☐	☐	☐
Maintain a schedule of appointments and make arrangements for conferences and interviews.	☐	☐	☐
Welcome visitors and arrange for their comfort, and screen unexpected callers in accordance with predetermined policy.	☐	☐	☐
Operate word processors, computers, calculators, copiers, and facsimile machines.	☐	☐	☐
Respond to administrative correspondence as requested, composing those responses as needed.	☐	☐	☐
Schedule and ticket student and staff travel as approved by the appropriate administrative designee.	☐	☐	☐
Give public notices and attends all meetings of the Board.	☐	☐	☐
Keeps full and accurate minutes of the Board and sends a copy of such minutes to each member of at least one week prior to the next meeting.	☐	☐	☐

Evaluator's Comments:

Board Secretary's Comments:

The signatures below indicate that the Board Secretary and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Board Secretary's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Assistant Cook I

Location: TBD

Reports to: Head Cook / Chef

Classification: Classified

Work Year: School Term

Salary: Range 7

Summary or Purpose:

Provide for the safe and sanitary operation of the kitchen, while preparing wholesome and appealing food.

Qualification Requirements:

- High School Diploma or equivalency
- Demonstrated aptitude for the work to be performed
- Ability to work with adults and students
- Requires Food Workers card
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Preparation of milk, salad bar condiments and fruits daily.
2. Assist in counter set up and meal service.
3. Assist in sanitation of kitchen areas and equipment.
4. Keep food preparation areas clean.
5. Follow procedures of required guidelines for HACCP program.
6. Assist with implementing USDA New Meal Patterns.
7. Preparation of hot entrees, vegetable and starch side dishes, soups, sauces, etc.
8. Assist in maintaining cleanliness of the kitchen and dining room areas.
9. Preparation of meal in absence of other cooks.
10. Assist co-workers with their duties as needed.
11. Receive food from USDA and by pass mail during or after normal working hours.
12. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Assistant Cook I

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Preparation of milk, salad bar condiments and fruits daily.	☐	☐	☐
Assist in counter set up and meal service.	☐	☐	☐
Assist in sanitation of kitchen areas and equipment.	☐	☐	☐
Keep food preparation areas clean.	☐	☐	☐
Follow procedures of required guidelines for HACCP program.	☐	☐	☐
Assist with implementing USDA New Meal Patterns.	☐	☐	☐
Preparation of hot entrees, vegetable and starch side dishes, soups, sauces, etc.	☐	☐	☐
Assist in maintaining cleanliness of the kitchen and dining room areas.	☐	☐	☐
Preparation of meal in absence of other cooks.	☐	☐	☐
Assist co-workers with their duties as needed.	☐	☐	☐
Receive food from USDA and by pass mail during or after normal working hours.	☐	☐	☐

Evaluator's Comments:

Assistant Cook's Comments:

The signatures below indicate that the Assistant Cook and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Assistant Cook's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Assistant Cook II

Location: TBD

Reports to: Head Cook / Chef

Classification: Classified

Work Year: School Term

Salary: Range 11

Summary or Purpose:

Provide for the safe and sanitary operation of the kitchen, while preparing wholesome and appealing food.

Qualification Requirements:

- High School Diploma or equivalency
- Demonstrated aptitude for the work to be performed
- Ability to work with adults and students
- Requires Food Workers card
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Make sure all freezer pulls are done in a timely and sanitary manner.
2. Planning and preparation of breakfast.
3. Preparation of hot entrees, vegetable and starch side dishes, soups, sauces, etc.
4. Prepare all baked items needed for menu: bread, rolls, biscuits, pizza crusts, etc.
5. Bake cookies every other day or as often as needed to maintain a fresh supply.
6. Bake pastries or other special treats two times a week or as often as necessary to maintain a fresh supply.
7. Prepare scratch pancake batter when called for on menu.
8. Sweep and mop bakery floors daily.
9. Scrape wooden baker's table daily.
10. Wipe down and sanitize mixer daily.
11. Wipe down and sweep under bulk bins daily.
12. Clean bread slicer daily.
13. Keep food preparation and bakery areas clean.
14. Follow procedures of required guidelines for HACCP program.
15. Assist with implementing USDA New Meal Patterns.
16. Assist co-workers with their duties as needed.
17. Receive food from USDA and by pass mail during or after normal working hours.
18. Perform the duties of the head cook / chef in their absence.
19. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Assistant Cook II

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Make sure all freezer pulls are done in a timely and sanitary manner.	☐	☐	☐
Planning and preparation of breakfast.	☐	☐	☐
Preparation of hot entrees, vegetable and starch side dishes, soups, sauces, etc.	☐	☐	☐
Prepare all baked items needed for menu: bread, rolls, biscuits, pizza crusts, etc.	☐	☐	☐
Bake cookies every other day or as often as needed to maintain a fresh supply.	☐	☐	☐
Bake pastries or other special treats two times a week or as often as necessary to maintain a fresh supply.	☐	☐	☐
Prepare scratch pancake batter when called for on menu.	☐	☐	☐
Sweep and mop bakery floors daily.	☐	☐	☐
Scrape wooden baker's table daily.	☐	☐	☐
Wipe down and sanitize mixer daily.	☐	☐	☐
Wipe down and sweep under bulk bins daily.	☐	☐	☐
Clean bread slicer daily.	☐	☐	☐
Keep food preparation and bakery areas clean.	☐	☐	☐
Follow procedures of required guidelines for HACCP program.	☐	☐	☐
Assist with implementing USDA New Meal Patterns.	☐	☐	☐
Assist co-workers with their duties as needed.	☐	☐	☐
Receive food from USDA and by pass mail during or after normal working hours.	☐	☐	☐
Perform the duties of the head cook / chef in their absence.	☐	☐	☐

Evaluator's Comments:

_____

Assistant Cook's Comments:

_____

The signatures below indicate that the Assistant Cook and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Assistant Cook's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Assistant Director of I.D.E.A. **Location:** I.D.E.A. Field Office

Reports to: Director of I.D.E.A. **Classification:** Certified

Work Year: 220 days **Salary: DOE**

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the IDEA Assistant Director is responsible for providing support to the Director of IDEA in the daily operation of the program. In addition, the Assistant Director is also responsible for assisting the homeschooling parents of all students in the teaching and learning processes. The goal of this assistance is student acquisition of basic skills and knowledge as identified by district curriculum guidelines. The Assistant Director will supervise all instruction provided for students and monitor that instruction is individualized and parent-directed.

Qualification Requirements:

- Alaska Professional Teaching Certificate and Alaska Type B Administrative Certificate required.
- Three years teaching experience in education required.
- Two years administrative experience required.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Knowledge of Home Schooling movement and Distance Education models preferred.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Supervise and evaluate IDEA Field Office operations and staff.
2. Oversee evaluations of all certificated personal in IDEA.
3. Provide oversight of accreditation processes and compliance.
4. Assist families as requested with miscellaneous needs (curriculum advice, research subject matter questions, finding scholarships, writing Individual Learning Plans, financial forms, IDEA timelines, etc.)
5. Provide oversight of all certificated staff as they evaluate and process paperwork in a timely manner (ILP's, ILP Amendments, PR's, HS Evaluations, Work samples, etc.)
6. Provide oversight of all certificated staff as they plan and administer standardized testing; provide prep workshops for testing
7. Provide oversight of all certificated staff as they sponsor, plan and prepare events (science fair, graduation, spelling bee, battle of the books, etc.)
8. Respond to email in a timely manner, communicate with families and staff frequently with email
9. Provide oversight of all certificated staff as they maintain teacher contact notes in data base
10. Assist walk-in families and cover for staff on vacation
11. Assist families with high school planning and monitor progress toward graduation as needed
12. Review high school transcripts for accuracy
13. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____.

Reviewed and agreed to by: _____ Date: _____.
(Incumbent)

Galena City School District

Principals/IDEA Director/IDEA Assistant Director Evaluation Handbook



Pg	
2	Assessment Overview
4	Formal Evaluation Instrument
9-10	Educator Performance Rating w/ Signatures

Purpose

The Principal, IDEA Director, and IDEA Assistant Director performance evaluation process will promote professional growth and increased student learning by integrating the following areas.

- *Increase Principal, IDEA Director, and IDEA Assistant Director skills and knowledge of effective assessment and instruction practices*
- *Focus on the Principal's, IDEA Director's, and IDEA Assistant Director's commitment to continuously improve practice so that student learning is enhanced*
- *Focus the school's and district's commitment to continuously improve instruction and assessment so that student learning is enhanced*
- *Serve as a guide for Principal, IDEA Director, and IDEA Assistant Director to reflect upon and self-assess their own professional growth*
- *Ensuring alignment with school and district improvement plans*
- *Guide professional development for principals/site administrators*
- *Serve as a tool to support coaching and mentoring programs for Principal, IDEA Director, and IDEA Assistant Director*
- *Focus on the collection of credible evidence about Principal, IDEA Director, and IDEA Assistant Director performance*

Evaluative Process

Evaluation is a continuous process and may occur between scheduled periods at the request of the Principal/IDEA Director/IDEA Assistant Director or the Principal's, IDEA Director's, and IDEA Assistant Director's immediate supervisor or any higher supervisor.

Assessment Methodology

All Domains are assessed through a review of the evidence provided by the Principal, IDEA Director, and IDEA Assistant Director; conferences between the evaluator and the Principal, IDEA Director, and IDEA Assistant Director; input from a variety of sources (staff, parents, students, community) and observations conducted by the evaluator and other district personnel.

Evidences

Possible evidences for all domains may include evidences aligned with the District Strategic Plan and goals and plans aligned with AdvancED Accreditation:

- Statement of School Mission, Vision, and Core Values
- School Improvement Plans
- Program Development
- Documented Use of Formative Assessments
- Existence and Work of Collaborative Teams
- Department/Collaborative Team Meeting Agendas and Summary Notes
- Teaming with Community Agencies
- Conference Attendance and Follow-up Reports
- Graduation Rates
- In-service Agendas
- Master Schedules
- Student Handbooks
- Staff Handbooks
- Grant Applications
- PAC Agendas/Minutes
- Student Achievement and Assessment Data
- Student Discipline Data
- Student Attendance Data
- Monthly Letters to Stakeholders
- Monthly Newsletters
- Parent Survey Data
- Student Survey Data
- Staff Survey Data

Galena City School District
GCSD Principal/IDEA Director/Asst Director
Formal End of Year Evaluation Instrument

Educator Name: _____

Position: _____

Evaluator Name: _____

Date: _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Alaska Content Standards for Administrators are utilized as the foundation of this evaluation tool.

Establishing Level of Support: Use component ratings to establish domain ratings. To roll-up component ratings into five domain ratings, evaluators will use the following operating principles:

- **Exemplary**: A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Exemplary if the Principal, IDEA Director, or IDEA Assistant Director has received Exemplary ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.
- **Proficient:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Proficient if the Principal, IDEA Director, and IDEA Assistant Director received no more than one component rated Basic, with the remaining components rated Proficient or Exemplary.
- **Basic:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Basic if the Principal, IDEA Director, and IDEA Assistant Director received no Unsatisfactory component rating and two or more Basic component ratings.
- **Unsatisfactory:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Unsatisfactory if any one component is rated Unsatisfactory.

Domain 1: Providing Leadership, Guiding Instruction and Supporting Effective Learning Environments				
Components	UNSAT	BASIC	PROF	EXMP
Supporting the development of a school wide climate of high expectations for student learning and staff performance	☐	☐	☐	☐
Demonstrating knowledge of current major curriculum design models, including standards-based curriculum	☐	☐	☐	☐
Leading or facilitating the development of formative assessments, individual student learning plans, progress monitoring approaches, Intervention team meetings, data team meetings, or similarly focused staff activities	☐	☐	☐	☐
Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities	☐	☐	☐	☐
Facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance	☐	☐	☐	☐
Observing teachers frequently and providing the teacher with effective coaching and feedback	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 2: Providing Staff Professional Development to Meet Student Learning Needs				
Components	UNSAT	BASIC	PROF	EXMP
Supervising or arranging for the supervision of staff for the purpose of improving student learning, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models	☐	☐	☐	☐
Working with faculty and staff to identify individual and group professional development needs and to design appropriate staff development opportunities	☐	☐	☐	☐
Evaluating and coaching staff for the purpose of improving student learning and making recommendations about retention	☐	☐	☐	☐
Participating in the hiring of new staff based upon needs of the school and district priorities	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 3: Utilizing Assessment and Evaluation Information About Students, Staff, and Community in Making Decisions				
Components	UNSAT	BASIC	PROF	EXMP
Developing tools and processes to gather needed information from students, staff, and the community	☐	☐	☐	☐
Using information to determine whether student, school, or program goals have been met and implementing changes when appropriate	☐	☐	☐	☐
Interpreting assessment information and evaluation for others	☐	☐	☐	☐
Aligning programs to meet desired standards or goals	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 4: Acting in Accordance with Established Laws, Policies, Procedures, and Good Business Practices				
Components	UNSAT	BASIC	PROF	EXMP
Acting in accordance with federal and state statutes, regulations, and other laws	☐	☐	☐	☐
Board policies are implemented and adhered to	☐	☐	☐	☐
Administering contracts and financial accounts responsibly, accurately, efficiently, and effectively	☐	☐	☐	☐
Confidentiality of school records are adhered to	☐	☐	☐	☐
Holds all school staff accountable to personal and professional code of ethics	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 5: Facilitating the Participation of Parents and Families as Partners in the Education of Children				
Components	UNSAT	BASIC	PROF	EXMP
Supporting and respecting the responsibilities of parents and families recognizing the variety of parenting traditions and practices in the community	☐	☐	☐	☐
Involves stakeholders in the design and implementation of important decisions and policies	☐	☐	☐	☐
Maintaining a school or program climate that welcomes parents and families and invites their participation	☐	☐	☐	☐
Involving parents and community in meaningful ways in school or program decision making	☐	☐	☐	☐
Obtaining and using feedback to communicate more effectively	☐	☐	☐	☐
Communicating a positive image of the school in the community	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Exemplary	Proficient	Basic	Unsatisfactory

Evaluator Comments:

Employee Comments:

Statement: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation and will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

GALENA CITY SCHOOL DISTRICT

Position: Assistant Director of Maintenance

Location: TBD

Reports to: Director of Maintenance

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

To maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Qualification Requirements:

- Demonstrated aptitude or competence for assigned responsibilities.
- Experience in the field of building and system maintenance.
- Strong written, verbal and interpersonal skills required.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Manage the maintenance department in the absence of the Director.
2. Examine school buildings on a regular basis for needed repairs and maintenance.
3. Estimate cost of repair projects in terms of labor and material.
4. Assign and supervise crews for maintenance work such as replacing worn or defective wiring, switches, faucets, and plumbing fixtures, and repairing fencing, asphalt, concrete, and ceilings.
5. Specify work to be performed, inspect work and assist crew members.
6. Install appliances and equipment.
7. Prepare reports on cost of work done, materials used, and labor expended.
8. Order materials as needed and make recommendations for supplies and equipment to be purchased.
9. Check functionality of all safety systems.
10. Consult with building principals regarding the regular preventive maintenance programs.
11. Maintain preventive maintenance records as required.
12. Recruit, screen, recommend for hiring, and train all workers necessary to the maintenance program.
13. Advise on the hiring of contractors to perform certain maintenance or repair services.
14. Obtain and maintain Alaska CDL with a Bus Driver Endorsement.
15. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Assistant Director of Maintenance

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Manage the maintenance department in the absence of the Director.	☐	☐	☐
Examine school buildings on a regular basis for needed repairs and maintenance.	☐	☐	☐
Estimate cost of repair projects in terms of labor and material.	☐	☐	☐
Assign and supervise crews for maintenance work such as replacing worn or defective wiring, switches, faucets, and plumbing fixtures, and repairing fencing, asphalt, concrete, and ceilings.	☐	☐	☐
Specify work to be performed, inspect work and assist crew members.	☐	☐	☐
Install appliances and equipment..	☐	☐	☐
Prepare reports on cost of work done, materials used, and labor expended.	☐	☐	☐
Order materials as needed and make recommendations for supplies and equipment to be purchased.	☐	☐	☐
Check functionality of all safety systems.	☐	☐	☐
Consult with building principals regarding the regular preventive maintenance programs.	☐	☐	☐
Maintain preventive maintenance records as required.	☐	☐	☐
Recruit, screen, recommend for hiring, and train all workers necessary to operate the maintenance program.	☐	☐	☐
Advise on the hiring of contractors to perform certain maintenance or repair services.	☐	☐	☐
Obtain and maintain Alaska CDL with a Bus Driver Endorsement.	☐	☐	☐
Perform other duties as assigned.	☐	☐	☐

Evaluator's Comments:

_____

Assistant Director of Maintenance Comments:

_____

The signatures below indicate that the Assistant Director of Maintenance and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Assistant Director of Maintenance Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Assistant Superintendent

Location: TBD

Reports to: Superintendent

Classification: Certified

Work Year: 220 days

Salary: TBD

Summary or Purpose:

To assist the Superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services.

Qualification Requirements:

- At least ten years of successful experience in teaching and school administration.
- Master's Degree or higher.
- Valid Superintendent's license.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Attend Board meetings and prepare such reports for the Board as the Superintendent may request.
2. Assist in the determination of types of programs needed by the schools and make appropriate recommendations.
3. Report on the status of district programs and services at the request of the Superintendent.
4. Prepare drafts of needed Board policies and administrative rules for the Superintendent's review and action.
5. Manage the E-rate program to maximize use of this external funding source.
6. Serve upon assignment by the Superintendent as a resource person to all division directors in the district.
7. Interpret the programs, philosophy, and policies of the district to staff, students, and the community at large.
8. Maintain liaison with social, professional, civic, volunteer, and other community agencies and groups having an interest in the schools.
9. Establish necessary procedures for referral and cooperative planning with other agencies, both local and state, that provide services to children.
10. Communicates to the superintendent the requirements and needs of the district as perceived by staff members.
11. Recommend and assist in the recruitment of all classified and certified personnel.
12. Prepare federal reports, state reports, claims, and grants as required.
13. Assume responsibility for health insurance program operations.
14. Confer with appropriate directors on matters of concern.
15. Perform such other tasks and assume such other responsibilities as the Superintendent may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Assistant Superintendent

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Attends Board meetings and prepares such reports for the Board as the Superintendent may request.	☐	☐	☐
Assists in the determination of types of programs needed by the schools and makes appropriate recommendations.	☐	☐	☐
Prepares drafts of needed Board policies and administrative rules for the Superintendent's review and action.	☐	☐	☐
Reports on the status of district programs and services at the request of the Superintendent.	☐	☐	☐
Serves upon assignment by the Superintendent as a resource person to all division directions in the district.	☐	☐	☐
Interpret the programs, philosophy, and policies of the district to staff, students, and the community at large.	☐	☐	☐
Maintains a liaison with social, professional, civic, volunteer, and other community agencies and groups having ar interest in the schools.	☐	☐	☐
Establishes necessary procedures for referral and cooperative planning with other agencies, both local and state, that provide services to children.	☐	☐	☐
Communicates to the superintendent the requirements and needs of the district as perceived by staff members.	☐	☐	☐
Recommends and assists in the recruitment of personnel.	☐	☐	☐
Prepares state reports, claims, and grants as required.	☐	☐	☐
Serves as Director of Personnel	☐	☐	☐
Plays a significant leadership role in fostering professional growth and building of staff morale throughout the district.	☐	☐	☐
Confers with appropriate division directors on matters of concern.	☐	☐	☐

Evaluator's Comments:

Assistant Superintendent's Comments:

The signatures below indicate that the Assistant Superintendent and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Assistant Superintendent's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Athletic Director

Location: TBD

Reports to: Principal

Classification: Unspecified

Work Year: TBD

Salary: TBD

Summary or Purpose:

To provide each enrolled student of secondary school age an opportunity to participate in an extracurricular athletic activity that will foster physical skills, a sense of worth and competence, a knowledge and understanding of the pleasures of sport, and the principles of fair play.

Qualification Requirements:

- Must have a working knowledge of all athletic programs.
- Prior job experience
- Must be willing to work flexible hours.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Organize and administer the overall program of extracurricular athletics, both intramural and interscholastic, for the district.
2. Provide leadership in the selection, assignment, and evaluation of athletic coaches and staff members.
3. Foster good school-community relations by keeping the community aware of and responsive to the athletic program.
4. Assume responsibility for the organization and scheduling of all interscholastic athletic events.
5. Hire coaches, officials, team physicians, and policemen as required, and assume general responsibility for the proper supervision of home games.
6. Arrange transportation for athletic contest participants.
7. Arrange provisions for meals for athletes and coaches when necessary.
8. Develop and place into operation appropriate rules and regulations governing the conduct of athletic activities.
9. Verify each athlete's eligibility according to established physical and academic requirements for eligibility for participation in each sport.
10. Prepare and administer the athletic program budget.
11. Requisition program supplies and equipment.
12. Supervise all ticket sales and fund-raising events of the athletic program, and assume responsibility for proper handling of funds.
13. Arrange all details of visiting teams' needs, including lodging, meals, towels, gymnasium services, and field assistance, as appropriate.
14. Make arrangements for non-school use of playing fields and facilities.
15. Arrange field and gym practice schedules.
16. Provide for the physical examination of all athletes prior to the beginning of each season.
17. Administer the insurance program covering school athletes, and assume responsibility for all processing of reports and claims.
18. Keep records of the results of all junior and senior high school athletic contests, and maintain a record file of all award winners, stating the date and type of award, including athletic scholarships.
19. Direct an in school, extracurricular program designed to foster support for the athletic teams and school spirit among non-participants.
20. Plan and supervise an annual recognition program for school athletes.
21. Become familiar with Galena City School District and ASAA policies.
22. Set goals for each program (long term and short term).
23. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Athletic Director

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Organize and administer the overall program of extracurricular athletics, both intramural and interscholastic, for the district.	☐	☐	☐
Provide leadership in the selection, assignment, and evaluation of athletic coaches and staff members.	☐	☐	☐
Foster good school-community relations by keeping the community aware of and responsive to the athletic program.	☐	☐	☐
Assume responsibility for the organization and scheduling of all interscholastic athletic events.	☐	☐	☐
Hire coaches, officials, team physicians, and policemen as required, and assume general responsibility for the proper supervision of home games.	☐	☐	☐
Arrange transportation for athletic contest participants.	☐	☐	☐
Arrange provisions for meals for athletes and coaches when necessary.	☐	☐	☐
Develop and place into operation appropriate rules and regulations governing the conduct of athletic activities.	☐	☐	☐
Verify each athlete's eligibility according to established physical and academic requirements for eligibility for participation in each sport.	☐	☐	☐
Prepare and administer the athletic program budget.	☐	☐	☐
Requisition program supplies and equipment.	☐	☐	☐
Supervise all ticket sales and fund-raising events of the athletic program, and assume responsibility for proper handling of funds.	☐	☐	☐
Arrange all details of visiting teams' needs, including lodging, meals, towels, gymnasium services, and field assistance, as appropriate.	☐	☐	☐
Make arrangements for non-school use of playing fields and facilities.	☐	☐	☐
Arrange field and gym practice schedules.	☐	☐	☐
Provide for the physical examination of all athletes prior to the beginning of each season.	☐	☐	☐
Administer the insurance program covering school athletes, and assume responsibility for all processing of reports and claims.	☐	☐	☐
Keep records of the results of all junior and senior high school athletic contests, and maintain a record file of all award winners, stating the date and type of award, including athletic scholarships.	☐	☐	☐
Direct an in school, extracurricular program designed to foster support for the athletic teams and school spirit among non-participants.	☐	☐	☐
Plan and supervise an annual recognition program for school athletes.	☐	☐	☐
Become familiar with Galena City School District and ASAA policies.	☐	☐	☐
Set goals for each program (long term and short term).	☐	☐	☐

Evaluator's Comments:

Athletic Director's Comments:

The signatures below indicate that the Athletic Director and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Athletic Director's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Business Assistant (Vendors, Benefits and Reporting) **Location:** Business Office

Reports to: Business Manager **Classification:** Classified

Work Year: 260 days **Salary:** TBD

Summary or Purpose:

Assist in the administration of the district's business affairs to provide the best possible educational services with the financial resources available.

Qualification Requirements:

- Degree in Business or Accounting
- Prior job experience
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Serve as a coordinator of post secondary program licensing processing and reporting.
2. Process major vendors for property leases, equipment, communications, transportation and food service.
3. Serve as a backup for business assistant in charge of payroll.
4. Process all deductions for optional benefit programs.
5. School lunch program: annual renewal, process applications, online submissions.
6. Maintain an effective food service inventory and accounting system.
7. Serve as central point of contact for staff accounting to DEED and other routine surveys done by NEA, AASB, US Census.
8. Process and reconcile district credit card payment and online ordering.
9. Generate employment contracts and employment agreements.
10. Operate computers, calculators, copiers, and facsimile machines.
11. Assist with the internal auditing of school accounts as requested.
12. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Business Assistant (Vendors, Benefits and Reporting)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Serve as a coordinator of post secondary program licensing processing and reporting.	☐	☐	☐
Process major vendors for property leases, equipment, communications, transportation and food service.	☐	☐	☐
Serve as a backup for business assistant in charge of payroll.	☐	☐	☐
Process all deductions for optional benefit programs.	☐	☐	☐
School lunch program: annual renewal, process applications, online submissions.	☐	☐	☐
Maintain an effective food service inventory and accounting system.	☐	☐	☐
Serve as central point of contact for staff accounting to DEED and other routine surveys done by NEA, AASB, US Census.	☐	☐	☐
Process and reconcile district credit card payment and online ordering.	☐	☐	☐
Generate employment contracts and employment agreements.	☐	☐	☐
Operate computers, calculators, copiers, and facsimile machines.	☐	☐	☐
Assist with the internal auditing of school accounts as requested.	☐	☐	☐

Evaluator's Comments:

Business Assistant's Comments:

The signatures below indicate that the Business Assistant and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Business Assistant's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Business Manager

Location: Business Office

Reports to: Superintendent

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

Administer the district's business affairs to provide the best possible educational services with the financial resources available.

Qualification Requirements:

- Degree in Accounting or Business Administration
- Experience in fund accounting.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Supervise the management of the financial affairs of the schools.
2. Assume responsibility for budget development and long-range financial planning.
3. Establish and supervise a program of accounting adequate to record in detail all money and credit transactions.
4. Supervise all accounting operations.
5. Act as payroll officer for the district.
6. Supervise the collection, safekeeping, and distribution of all funds.
7. Manage the district's real estate and insurance programs.
8. Supervise the district's supporting services, through the directors of property services, transportation, purchasing, food services, and business services.
9. Develop a facility expansion program and supervise plan construction.
10. Administer a budget control system for the district.
11. Act as adviser to the Superintendent on all questions relating to the business and financial affairs of the district.
12. Assist in recruiting, hiring, training, supervising, and evaluating all clerical, financial, and support staff personnel.
13. Arrange for the internal auditing of school accounts.
14. Interpret the financial concerns of the district to the community
15. Develop budget guidelines, coordinate preparation of the budget, and assist key administrators in review of the budget.
16. Prepare analyses of budget requests and program proposals.
17. Arrange for and supervise preparation, publication, and distribution of budgets as approved by the Superintendent and the Board.
18. Coordinate the presentation of, justification for, and preparation of additional analyses required to understand the budget proposal for action by the Board.
19. Assist in the execution of the enacted budget, including the recommendation of administration controls where required.

20. Take the lead in developing improvements in the financial management of the school system, including budget methods, format, and presentation.
21. Prepare analyses of program costs and methods of financing, including long-range projections of requirements.
22. Work with community organizations and citizens in interpreting the financial needs and impact of the school system by providing program and financial data and analyses, through personal appearance, as appropriate.
23. Coordinate, process, and control transfers of budget funds as requested by program directors.
24. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Business Manager

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Supervise the management of the financial affairs of the schools.	☐	☐	☐
Assume responsibility for budget development and long-range financial planning.	☐	☐	☐
Establish and supervise a program of accounting adequate to record in detail all money and credit transactions.	☐	☐	☐
Supervise all accounting operations.	☐	☐	☐
Act as payroll officer for the district.	☐	☐	☐
Supervise the collection, safekeeping, and distribution of all funds.	☐	☐	☐
Manage the district's real estate and insurance programs.	☐	☐	☐
Supervise the district's supporting services, through the directors of property services, transportation, purchasing, food services, and business services.	☐	☐	☐
Develop a facility expansion program and supervise plan construction.	☐	☐	☐
Administer a budget control system for the district.	☐	☐	☐
Act as adviser to the Superintendent on all questions relating to the business and financial affairs of the district.	☐	☐	☐
Assist in recruiting, hiring, training, supervising, and evaluating all clerical, financial, and support staff personnel.	☐	☐	☐
Arrange for the internal auditing of school accounts.	☐	☐	☐
Interpret the financial concerns of the district to the community	☐	☐	☐
Develop budget guidelines, coordinate preparation of the budget, and assist key administrators in review of the budget.	☐	☐	☐
Prepare analyses of budget requests and program proposals.	☐	☐	☐
Arrange for and supervise preparation, publication, and distribution of budgets as approved by the Superintendent and the Board.	☐	☐	☐
Coordinate the presentation of, justification for, and preparation of additional analyses required to understand the budget proposal for action by the Board.	☐	☐	☐
Assist in the execution of the enacted budget, including the recommendation of administration controls where required.	☐	☐	☐
Take the lead in developing improvements in the financial management of the school system, including budget methods, format, and presentation.	☐	☐	☐
Prepare analyses of program costs and methods of financing, including long-range projections of requirements.	☐	☐	☐
Work with community organizations and citizens in interpreting the financial needs and impact of the school system by providing program and financial data and analyses, through personal appearance, as appropriate.	☐	☐	☐
Coordinate, process, and control transfers of budget funds as requested by program directors.	☐	☐	☐

Evaluator's Comments:

Business Manager's Comments:

The signatures below indicate that the Business Manager and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Business Manager's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Business Office Supervisor (I.D.E.A)

Location: IDEA Field Office

Reports to: Director of I.D.E.A.

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the IDEA Business Office Supervisor is responsible for the supervision of the student records and ordering department personnel.

Qualification Requirements:

- Minimum Education –High School Diploma (Bachelor Degree preferred)
- Previous Supervisory Experience preferred.
- Positive Interpersonal Skills.
- Strong Clerical Skills.
- Demonstrate Computer Skills.
- Knowledge of Home Schooling or Education models preferred.
- Such other qualifications as the administration may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Prepare all state OASIS and reconciliation reports for GCSD (Fall, Spring & Summer OASIS and Participation Rate reports).
2. Working with IT staff, prepare and implement the June 30 PowerSchool roll-over for IDEA and Galena Schools.
3. Supervises student records and ordering department personnel.
4. Supervise and manage all aspects involved in the ordering department (establish budgets and process purchasing requests for families).
5. Supervise and manage all aspects of student enrollment (interviewing families, processing paperwork, maintaining PowerSchool, and permanent files).
6. Supervise and manage all aspects of withdrawals (including collections)
7. Manage IDEA equipment deposits, refunds and petty cash.
8. Assisting Director and/or local field representative with special projects such as graduation, curriculum fair.
9. Fill in, as needed for any absent person that this position supervises.
10. Assist families as requested with miscellaneous needs.
11. Respond to phone calls and e-mail in a timely manner; Communicate with families and staff.
12. Maintain a professional dress code.
13. Must be punctual.
14. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Business Office Supervisor (I.D.E.A.)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Prepare all state OASIS and reconciliation reports for GCSD (Fall, Spring & Summer OASIS and Participation Rate reports).	☐	☐	☐
Working with IT staff, prepare and implement the June 30 PowerSchool roll-over for IDEA and Galena Schools.	☐	☐	☐
Supervises student records and ordering department personnel.	☐	☐	☐
Supervise and manage all aspects involved in the ordering department (establish budgets and process purchasing requests for families).	☐	☐	☐
Supervise and manage all aspects of student enrollment (interviewing families, processing paperwork, maintaining PowerSchool, and permanent files).	☐	☐	☐
Supervise and manage all aspects of withdrawals (including collections)	☐	☐	☐
Manage IDEA equipment deposits, refunds and petty cash.	☐	☐	☐
Assisting Director and/or local field representative with special projects such as graduation, curriculum fair.	☐	☐	☐
Fill in, as needed for any absent person that this position supervises.	☐	☐	☐
Assist families as requested with miscellaneous needs.	☐	☐	☐
Respond to phone calls and e-mail in a timely manner; Communicate with families and staff.	☐	☐	☐
Maintain a professional dress code.	☐	☐	☐
Must be punctual.	☐	☐	☐

Evaluator's Comments:

Business Office Supervisor's Comments:

The signatures below indicate that the Business Office Supervisor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Business Office Supervisor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Career and Technical Educator

Location: TBD

Reports to: Principal

Classification: Certified

Work Year: School Term

Salary: GEA Agreement

Summary or Purpose:

To develop in each student an insight and understanding of industry and its place in our society; to discover and develop talents of students in the technical fields; to develop practical problem-solving skills related to the materials and processes of industry; and to develop in each student skill in the safe use of tools and machines.

Qualification Requirements:

- Certificate, license, or other legal credentials
- Alaska teaching certificate
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Teach skills and knowledge in one or more courses in auto mechanics, drafting, electricity, electronics, metals, machine shop, graphic arts, photography, woodworking, power mechanics, or general shop to secondary students, using the course of study adopted by the Board of Education and other appropriate learning activities.
2. Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
3. Develop lesson plans and organize class time so that preparation, instruction, shop work, and cleanup activities can be accomplished within the allotted time.
4. Demonstrate industrial materials, equipment, tools and processes, using standard or teacherprepared models, mock-ups, sketches, and other instructional aides.
5. Guide students in selection of appropriate elective projects or experiments.
6. Maintain an audible record of student attendance and make daily reports of students absent each period. Assign citizenship and scholarship marks.
7. Instruct students in use of eye protection and safety guards, and in the use, care, and safe operation of tools, machines, and equipment.
8. Maintain control of storage and use of school-owned property. Make minor adjustments and request repairs to tools and equipment as required.
9. Establish and maintain standards of student conduct needed to provide an orderly, safe, and productive environment in an activity-type classroom with many potential hazards.
10. Keep informed of the industrial community's job entry requirements and instruct students in the rudiments of getting and retaining these jobs.
11. Evaluate each student's performance, knowledge, and skills.
12. Select and requisition instructional aides and equipment, maintain required inventory records, and make purchases as authorized.
13. Maintain professional competence through in-service education activities.
14. Communicate with parents and school counselors on the individual student's progress.
15. Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
16. Supervise students in out-of-classroom activities during the assigned working day.
17. Participate in curriculum and other developmental programs. May work with citizens advisory committees in development of specific vocational education programs.
18. Participate in faculty committees and the sponsorship of student activities.
19. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Career and Technical Educator

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Teach skills and knowledge in one or more courses in auto mechanics, drafting, electricity, electronics, metals, machine shop, graphic arts, photography, woodworking, power mechanics, or general shop to secondary students, using the course of study adopted by the Board of Education and other appropriate learning activities.	☐	☐	☐
Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.	☐	☐	☐
Develop lesson plans and organize class time so that preparation, instruction, shop work, and clean-up activities can be accomplished within the allotted time.	☐	☐	☐
Demonstrate industrial materials, equipment, tools and processes, using standard or teacher-prepared models, mock-ups, sketches, and other instructional aids.	☐	☐	☐
Guide students in selection of appropriate elective projects or experiments.	☐	☐	☐
Maintain an audible record of student attendance and make daily reports of students absent each period. Assign citizenship and scholarship marks.	☐	☐	☐
Instruct students in use of eye protection and safety guards, and in the use, care, and safe operation of tools, machines, and equipment.	☐	☐	☐
Maintain control of storage and use of school-owned property. Make minor adjustments and request repairs to tools and equipment as required.	☐	☐	☐
Establish and maintain standards of student conduct needed to provide an orderly, safe, and productive environment in an activity-type classroom with many potential hazards.	☐	☐	☐
Keep informed of the industrial community's job entry requirements and instruct students in the rudiments of getting and retaining these jobs.	☐	☐	☐
Evaluate each student's performance, knowledge, and skills.	☐	☐	☐
Select and requisition instructional aids and equipment, maintain required inventory records, and make purchases as authorized.	☐	☐	☐
Maintain professional competence through inservice education activities.	☐	☐	☐
Communicate with parents and school counselors on the individual student's progress.	☐	☐	☐
Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.	☐	☐	☐
Supervise students in out-of-classroom activities during the assigned working day.	☐	☐	☐
Participate in curriculum and other developmental programs. May work with citizens advisory committees in development of specific vocational education programs.	☐	☐	☐
Participate in faculty committees and the sponsorship of student activities.	☐	☐	☐

Evaluator's Comments:

Career and Technical Advisor's Comments:

The signatures below indicate that the Career and Technical Advisor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Career and Technical Advisor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Certified Computer Technician

Location: TBD

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 15, 17, 19, 21, 23, 25

Summary or Purpose:

Provide hardware and software support to computer users.

Qualification Requirements:

- Knowledge and experience in troubleshooting and repair of computers.
- Three years of experience in the field of technology.
- Two years of experience working in a local area network (LAN) environment required.
- One year of experience working in a wide area network (WAN) environment required.
- Strong written, verbal and interpersonal skills required.

Additional requirements

- (Dell Certification) Range 15
- (A+ and Dell Certification) Range 17
- (A+, Dell Certification, and N+) Range 19
- (A+, Dell Certification, N+ and MTA Win 10) Range 21
- (A+, Dell Certification, N+, MTA Win 10, and either MCSA or CCNA) Range 23
- (A+, Dell Certification, N+, MTA Win 10, MCSA and either MCSE or CCNP) Range 25

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist in the installation of network hardware and software.
2. Assist in the management of network user access and services.
3. Willing to travel to remote locations as determined by district need with site administrator approval.
4. Work with technology staff to find better ways to support users.
5. Communicate problems and solutions to the technology department staff.
6. Prioritize tasks with or without assistance of site administrator.
7. Train new staff members in the use of the local area network. (LAN).
8. Actively participate in the department adopted cross-training structure.
9. Maintain up-to-date support records and asset inventory in Webhelpdesk system.
10. Adhere to all District policies and regulations.
11. Maintain an up-to-date knowledge of operating systems, hardware and applications.
12. Perform such other tasks and assume other responsibilities as the supervisor or designee may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Certified Computer Technician

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist in the installation of network hardware and software.	☐	☐	☐
Assist in the management of network user access and services.	☐	☐	☐
Willing to travel to remote locations as determined by district need with site administrator approval.	☐	☐	☐
Work with technology staff to find better ways to support users.	☐	☐	☐
Communicate problems and solutions to the technology department staff.	☐	☐	☐
Prioritize tasks with or without assistance of site administrator.	☐	☐	☐
Train new staff members in the use of the local area network. (LAN).	☐	☐	☐
Actively participate in the department adopted cross-training structure.	☐	☐	☐
Maintain up-to-date support records and asset inventory in Webhelpdesk system.	☐	☐	☐
Adhere to all District policies and regulations.	☐	☐	☐
Maintain an up-to-date knowledge of operating systems, hardware and applications.	☐	☐	☐

Evaluator's Comments:

Certified Computer Technician's Comments:

The signatures below indicate that the Certified Computer Technician and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Certified Computer Technician's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Clerical I

Location: IDEA Field Office

Reports to: Business Office Supervisor (IDEA)

Classification: Classified

Work Year: 260 days

Salary: Range 3

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the Ordering Department Clerk maintains vendor files, process orders for families and must provide great customer service.

Qualification Requirements:

- High School Diploma plus training
- Positive interpersonal skills
- Strong clerical skills
- Demonstrated computer skills
- Knowledge of home schooling preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Maintain vendor files.
2. Process orders for the families.
3. Great customer service skills
4. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Clerical I

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Maintain vendor files.	☐	☐	☐
Process orders for the families.	☐	☐	☐
Great customer service skills	☐	☐	☐

Evaluator's Comments:

Clerical I's Comments:

The signatures below indicate that the Clerical I and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Clerical I's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Clerical II

Location: IDEA Field Office

Reports to: Business Office Supervisor (IDEA)

Classification: Classified

Work Year: 260 days

Salary: Range 4

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the Business Office Assistant (Clerical II) will assist the ordering, withdrawal, student records, and enrollment departments.

Qualification Requirements:

- High School Diploma plus training
- Positive interpersonal skills
- Positive interpersonal skills
- Strong clerical skills
- Strong computer skills
- Demonstrate excellent customer service skills
- Ability to multitask while paying attention to detail
- Knowledge of home schooling preferred
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Must maintain a professional dress code.
2. Must be punctual.
3. Float between the various business office departments assisting with workloads as directed.
4. Sort and distribute incoming ordering and enrollment department's mail.
5. Respond to phone calls and e-mail in a timely manner; communicate with families and staff.
6. Research incoming e-mail and phone call inquiries.
7. Alphabetizing, photocopying, scanning, and filing.
8. Assisting Director, Business Office Supervisor and/or local Field Representative with special projects such as graduation, curriculum fair, etc.
9. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Clerical II

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Must maintain a professional dress code	☐	☐	☐
Must be punctual	☐	☐	☐
Float between the various business office departments assisting with workloads as directed	☐	☐	☐
Sort and distribute incoming ordering and enrollment department's mail	☐	☐	☐
Respond to phone calls and e-mail in a timely manner; communicate with families and staff	☐	☐	☐
Research incoming e-mail and phone call inquiries	☐	☐	☐
Alphabetizing, photocopying, scanning, and filing	☐	☐	☐
Must be punctual	☐	☐	☐
Assists Director, Business Office Supervisor and/or local Field Representative with special projects such as graduation, curriculum fair, etc.	☐	☐	☐

Evaluator's Comments:

Clerical II's Comments:

The signatures below indicate that the Clerical II and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Clerical II's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Clerical III

Location: IDEA Field Office

Reports to: Business Office Supervisor (IDEA)

Classification: Classified

Work Year: 260 days

Salary: Range 7

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, this Clerical III employee will assist the ordering, withdrawal, student records, and enrollment departments.

Qualification Requirements:

- High School Diploma plus training
- Positive interpersonal skills
- Strong clerical skills
- Strong computer skills
- Demonstrate excellent customer service skills
- Must have a valid Alaska Driver' License
- Must maintain a professional dress code.
- Must be punctual.
- Ability to multitask while paying attention to detail
- Knowledge of home schooling preferred
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Track and order supplies for Fairbanks Field Office; maintaining office vehicle records
2. Prepare bi-monthly payroll paperwork for classified employees
3. Assist with student enrollment, sibling add-ons, withdrawals
4. Respond to phone calls and e-mails in a timely manner; communicate with families and staff
5. Research incoming e-mail and phone call inquiries
6. Alphabetizing, photocopying, scanning, and filing
7. Assisting Director, Business Office Supervisor and/or local Field Representative with special projects such as graduation, curriculum fair, etc.
8. Other duties as assigned

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Clerical III

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Track and order supplies for Fairbanks Field Office; maintaining office vehicle records	☐	☐	☐
Prepare bi-monthly payroll paperwork for classified employees	☐	☐	☐
Assist with student enrollment, sibling add-ons, withdrawals	☐	☐	☐
Respond to phone calls and e-mails in a timely manner; communicate with families and staff	☐	☐	☐
Research incoming e-mail and phone call inquiries	☐	☐	☐
Alphabetizing, photocopying, scanning, and filing	☐	☐	☐
Assists Director, Business Office Supervisor and/or local Field Representative with special projects such as graduation, curriculum fair, etc.	☐	☐	☐

Evaluator's Comments:

Clerical III's Comments:

The signatures below indicate that the Clerical III and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Clerical III's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Coach

Location: TBD

Reports to: Athletic Director

Classification: Unspecified

Work Year: TBD

Salary: DOE

Summary or Purpose:

To help each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

Qualification Requirements:

- Prior coaching experience
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Coach individual participants in the skills necessary for excellent achievement in the sport involved.
2. Plan and schedule a regular program of practice in season.
3. Work closely with the athletics director in scheduling intramural and interscholastic contests.
4. Recommend purchase of equipment, supplies, and uniforms, as appropriate.
5. Maintain necessary attendance forms, insurance records, and similar paperwork.
6. Oversee the safety conditions of the facility or area in which assigned sport is conducted at all times that students are present.
7. Establish performance criteria for eligibility in interscholastic competition in the coach's sport.
8. Enforce discipline and sportsmanlike behaviors at all times, and establish and oversee penalties for breach of such standards by individual students.
9. Follow all Galena City School District Extracurricular Activities Handbook.
10. Follow ASAA rules and regulations.
11. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Coach

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Coach individual participants in the skills necessary for excellent achievement in the sport involved.	☐	☐	☐
Plan and schedule a regular program of practice in season.	☐	☐	☐
Work closely with the athletics director in scheduling intramural and interscholastic contests.	☐	☐	☐
Recommend purchase of equipment, supplies, and uniforms, as appropriate.	☐	☐	☐
Maintain necessary attendance forms, insurance records, and similar paperwork.	☐	☐	☐
Oversee the safety conditions of the facility or area in which assigned sport is conducted at all times that students are present.	☐	☐	☐
Establish performance criteria for eligibility in interscholastic competition in the coach's sport.	☐	☐	☐
Enforce discipline and sportsmanlike behaviors at all times, and establish and oversee penalties for breach of such standards by individual students.	☐	☐	☐
Follow all Galena City School District Extracurricular Activities Handbook.	☐	☐	☐
Follow ASAA rules and regulations	☐	☐	☐

Evaluator's Comments:

Coach's Comments:

The signatures below indicate that the Coach and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Coach's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Computer Technician / Helper

Location: TBD

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 3

Summary or Purpose:

Provide technical support to families served by the GCSD / IDEA program and provide services to other GCSD programs as required.

Qualification Requirements:

- Limited knowledge and experience in troubleshooting and repair of computers.
- Limited experience in the field of technology preferred.
- Strong written, verbal, and interpersonal skills required
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist in the installation of network hardware and software.
2. Assist in the management of network user access and services.
3. Willing to travel to remote locations as determined by district need with site administrator approval.
4. Work with technology staff to find better ways to support users.
5. Communicate problems and solutions to the technology department staff.
6. Prioritize tasks with or without assistance of site administrator.
7. Train new staff members in the use of the local area network. (LAN).
8. Actively participate in the department adopted cross-training structure.
9. Maintain up-to-date support records and asset inventory in Webhelpdesk system.
10. Adhere to all District policies and regulations.
11. Maintain an up-to-date knowledge of operating systems, hardware and applications.
12. Perform such other tasks and assume other responsibilities as the supervisor or designee may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Computer Technician / Helper

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist in the installation of network hardware and software.	☐	☐	☐
Assist in the management of network user access and services.	☐	☐	☐
Willing to travel to remote locations as determined by district need with site administrator approval.	☐	☐	☐
Work with technology staff to find better ways to support users.	☐	☐	☐
Communicate problems and solutions to the technology department staff.	☐	☐	☐
Prioritize tasks with or without assistance of site administrator.	☐	☐	☐
Train new staff members in the use of the local area network. (LAN).	☐	☐	☐
Actively participate in the department adopted cross-training structure.	☐	☐	☐
Maintain up-to-date support records and asset inventory in Webhelpdesk system.	☐	☐	☐
Adhere to all District policies and regulations.	☐	☐	☐
Maintain an up-to-date knowledge of operating systems, hardware and applications.	☐	☐	☐

Evaluator's Comments:

Computer Technician/Helper's Comments:

The signatures below indicate that the Computer Technician/Helper and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Computer Technician/Helper's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Computer Technician I

Location: TBD

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 7

Summary or Purpose:

Provide technical support to families served by the GCSD / IDEA program.

Qualification Requirements:

- Knowledge and experience in troubleshooting and repair of computers.
- Experience in the field of technology preferred.
- Experience working in a local area network (LAN) environment preferred.
- Strong written, verbal, and interpersonal skills required.
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist in the installation of network hardware and software.
2. Assist in the management of network user access and services.
3. Willing to travel to remote locations as determined by district need with site administrator approval.
4. Work with technology staff to find better ways to support users.
5. Communicate problems and solutions to the technology department staff.
6. Prioritize tasks with or without assistance of site administrator.
7. Train new staff members in the use of the local area network. (LAN).
8. Actively participate in the department adopted cross-training structure.
9. Maintain up-to-date support records and asset inventory in Webhelpdesk system.
10. Adhere to all District policies and regulations.
11. Maintain an up-to-date knowledge of operating systems, hardware and applications.
12. Perform such other tasks and assume other responsibilities as the supervisor or designee may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Computer Technician I

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist in the installation of network hardware and software.	☐	☐	☐
Assist in the management of network user access and services.	☐	☐	☐
Willing to travel to remote locations as determined by district need with site administrator approval.	☐	☐	☐
Work with technology staff to find better ways to support users.	☐	☐	☐
Communicate problems and solutions to the technology department staff.	☐	☐	☐
Prioritize tasks with or without assistance of site administrator.	☐	☐	☐
Train new staff members in the use of the local area network. (LAN).	☐	☐	☐
Actively participate in the department adopted cross-training structure.	☐	☐	☐
Maintain up-to-date support records and asset inventory in Webhelpdesk system.	☐	☐	☐
Adhere to all District policies and regulations.	☐	☐	☐
Maintain an up-to-date knowledge of operating systems, hardware and applications.	☐	☐	☐

Evaluator's Comments:

_____

Computer Technician I's Comments:

_____

The signatures below indicate that the Computer Technician I and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Computer Technician I's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Computer Technician II

Location: TBD

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 11

Summary or Purpose:

Provide technical support to families served by the GCSD / IDEA program.

Qualification Requirements:

- Knowledge and experience in troubleshooting and repair of computers.
- Two years of experience in the field of technology.
- One year of experience working in a local area network (LAN) environment required.
- One year of experience working in a wide area network (WAN) environment preferred.
- Strong written, verbal, and interpersonal skills required.
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist in the installation of network hardware and software.
2. Assist in the management of network user access and services.
3. Willing to travel to remote locations as determined by district need with site administrator approval.
4. Work with technology staff to find better ways to support users.
5. Communicate problems and solutions to the technology department staff.
6. Prioritize tasks with or without assistance of site administrator.
7. Train new staff members in the use of the local area network. (LAN).
8. Actively participate in the department adopted cross-training structure.
9. Maintain up-to-date support records and asset inventory in Webhelpdesk system.
10. Adhere to all District policies and regulations.
11. Maintain an up-to-date knowledge of operating systems, hardware and applications.
12. Perform such other tasks and assume other responsibilities as the supervisor or designee may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Computer Technician II

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist in the installation of network hardware and software.	☐	☐	☐
Assist in the management of network user access and services.	☐	☐	☐
Willing to travel to remote locations as determined by district need with site administrator approval.	☐	☐	☐
Work with technology staff to find better ways to support users.	☐	☐	☐
Communicate problems and solutions to the technology department staff.	☐	☐	☐
Prioritize tasks with or without assistance of site administrator.	☐	☐	☐
Train new staff members in the use of the local area network. (LAN).	☐	☐	☐
Actively participate in the department adopted cross-training structure.	☐	☐	☐
Maintain up-to-date support records and asset inventory in Webhelpdesk system.	☐	☐	☐
Adhere to all District policies and regulations.	☐	☐	☐
Maintain an up-to-date knowledge of operating systems, hardware and applications.	☐	☐	☐

Evaluator's Comments:

Computer Technician II's Comments:

The signatures below indicate that the Computer Technician II and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Computer Technician II's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Computer Technician III

Location: TBD

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 13

Summary or Purpose:

Provide hardware and software support to computer users.

Qualification Requirements:

- Knowledge and experience in troubleshooting and repair of computers.
- Three years of experience in the field of technology.
- Two years of experience working in a local area network (LAN) environment required.
- One year of experience working in a wide area network (WAN) environment required.
- Strong written, verbal and interpersonal skills required.
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Additional requirements

- (Dell Certification)

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist in the installation of network hardware and software.
2. Assist in the management of network user access and services.
3. Willing to travel to remote locations as determined by district need with site administrator approval.
4. Work with technology staff to find better ways to support users.
5. Communicate problems and solutions to the technology department staff.
6. Prioritize tasks with or without assistance of site administrator.
7. Train new staff members in the use of the local area network. (LAN).
8. Actively participate in the department adopted cross-training structure.
9. Maintain up-to-date support records and asset inventory in Webhelpdesk system.
10. Adhere to all District policies and regulations.
11. Maintain an up-to-date knowledge of operating systems, hardware and applications.
12. Perform such other tasks and assume other responsibilities as the supervisor or designee may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Computer Technician III

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist in the installation of network hardware and software.	☐	☐	☐
Assist in the management of network user access and services.	☐	☐	☐
Willing to travel to remote locations as determined by district need with site administrator approval.	☐	☐	☐
Work with technology staff to find better ways to support users.	☐	☐	☐
Communicate problems and solutions to the technology department staff.	☐	☐	☐
Prioritize tasks with or without assistance of site administrator.	☐	☐	☐
Train new staff members in the use of the local area network. (LAN).	☐	☐	☐
Actively participate in the department adopted cross-training structure.	☐	☐	☐
Maintain up-to-date support records and asset inventory in Webhelpdesk system.	☐	☐	☐
Adhere to all District policies and regulations.	☐	☐	☐
Maintain an up-to-date knowledge of operating systems, hardware and applications.	☐	☐	☐

Evaluator's Comments:

Computer Technician III's Comments:

The signatures below indicate that the Computer Technician III and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Computer Technician III's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Cook's Helper

Location: TBD

Reports to: Head Cook / Chef

Classification: Classified

Work Year: School term

Salary: Range 3

Summary or Purpose:

To provide for the clean and safe operation of the kitchen.

Qualification Requirements:

- High School Diploma or equivalency
- Demonstrated aptitude for the work to be performed
- Ability to work with students and adults
- Team player and ability to coordinate with the kitchen staff
- Reliable
- Requires Food Workers Card
- Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Preparation of milk, salad bar condiments and fruit daily.
2. Assist in counter set up and meal service.
3. Set up tables, napkins and utensils before each meal.
4. Wipe down and sanitize steam table after every meal.
5. Assist in sanitation of kitchen areas and equipment.
6. Daily mop kitchen floors and under all equipment, bathroom, storeroom, hallway, and behind doors.
7. Follow dishwasher procedures for set up and operation before and after each meal. De-lime weekly.
8. Wash all pots, pans, utensils, and glassware.
9. Keep all food preparation areas clean.
10. Assist with implementing USDA Meal patterns.
11. Follow procedures of required guidelines for HACCP program.
12. Preparation of meal in absence of other cooks.
13. Work after normal hours for sport meal weekends.
14. Receive food from USDA and by pass mail during or after normal working hours.
15. Assist co-workers with their duties as needed.
16. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Cook's Helper

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Preparation of milk, salad bar condiments and fruit daily.	☐	☐	☐
Assist in counter set up and meal service.	☐	☐	☐
Set up tables, napkins and utensils before each meal.	☐	☐	☐
Wipe down and sanitize steam table after every meal.	☐	☐	☐
Assist in sanitation of kitchen areas and equipment.	☐	☐	☐
Daily mop kitchen floors and under all equipment, bathroom, storeroom, hallway, and behind doors.	☐	☐	☐
Follow dishwasher procedures for set up and operation before and after each meal. De-lime weekly.	☐	☐	☐
Wash all pots, pans, utensils, and glassware.	☐	☐	☐
Keep all food preparation areas clean.	☐	☐	☐
Assist with implementing USDA Meal patterns.	☐	☐	☐
Follow procedures of required guidelines for HACCP program.	☐	☐	☐
Preparation of meal in absence of other cooks.	☐	☐	☐
Work after normal hours for sport meal weekends.	☐	☐	☐
Receive food from USDA and by pass mail during or after normal working hours.	☐	☐	☐
Assist co-workers with their duties as needed.	☐	☐	☐

Evaluator's Comments:

_____

Cook's Helper's Comments:

_____

The signatures below indicate that the Cook's Helper and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Cook's Helper's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Custodial II / Maintenance

Location: TBD

Reports to: Director of Maintenance

Classification: Classified

Work Year: 10, 11 or 12 month

Salary: Range 11

Summary or Purpose:

To maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Qualification Requirements:

- Training/experience in construction trades. (plumbing, electrical, welding, carpentry)
- Demonstrated aptitude or competence for assigned responsibilities.
- Driver' License
- Experience using multiple tools and equipment
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Examine school buildings on a regular basis for needed repairs and maintenance.
2. Establish and recommend priorities on repair projects.
3. Be conservative toward repair of projects in terms of labor, material, and overhead.
4. Supervise crews as assigned for maintenance work such as replacing worn or defective wiring, switches, faucets, and plumbing fixtures, and repairing fencing, asphalt, concrete, and ceilings.
5. Lay out, inspect work, and assist crew members as assigned or directed.
6. Deal with emergency repair problems with efficiency.
7. Request materials as needed and make recommendations of supplies and equipment for purchase through maintenance director.
8. Perform work orders, check drawings and plans.
9. Consult with building principals regarding the establishment of regular preventive maintenance programs.
10. Maintain such personnel and other records as are required.
13. Advise on the hiring of contractors to perform certain maintenance or repair services.
14. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Custodial II (Maintenance)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Examine school buildings on a regular basis for needed repairs and maintenance.	☐	☐	☐
Establish and recommend priorities on repair projects.	☐	☐	☐
Be conservative toward repair of projects in terms of labor, material, and overhead.	☐	☐	☐
Supervise crews as assigned for maintenance work such as replacing worn or defective wiring, switches, faucets, and plumbing fixtures, and repairing fencing, asphalt, concrete, and ceilings.	☐	☐	☐
Lay out, inspect work, and assist crew members as assigned or directed.	☐	☐	☐
Deal with emergency repair problems with efficiency.	☐	☐	☐
Request materials as needed and make recommendations of supplies and equipment for purchase through maintenance director.	☐	☐	☐
Perform work orders, check drawings and plans.	☐	☐	☐
Consult with building principals regarding the establishment of regular preventive maintenance programs.	☐	☐	☐
Maintain such personnel and other records as are required.	☐	☐	☐
Advise on the hiring of contractors to perform certain maintenance or repair services.	☐	☐	☐

Evaluator's Comments:

Custodian II's Comments:

The signatures below indicate that the Custodian II and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Custodian II's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Custodian **Location:** TBD

Reports to: Building/Site Administrator **Classification:** Classified

Work Year: 10, 11 or 12 month **Salary:** Range 6

Summary or Purpose:

To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

Qualification Requirements:

- Certificate, license, or other legal credentials
- Driver' License
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Keep building and premises, including sidewalks, driveways, and play areas, neat and clean at all times.
2. Shovel, plow, and sand walkways, driveways, parking areas, and steps as appropriate.
3. Check daily to ensure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.
4. Sweep classrooms daily and dust furniture.
5. Clean corridors after school each day and during the day when their condition requires it.
6. Scrub, hose down, and disinfect toilet floors daily, and clean all sanitary fixtures and drinking fountains daily.
7. Wash all windows on both the inside and outside at least twice each year, and more frequently if necessary.
8. Keep the grounds free from rubbish.
9. Keep all floors in a clean and attractive condition and in a good state of preservation.
10. Clean all dry erase boards at least once a week.
11. Make minor building repairs.
12. Report major repairs needed promptly to the Director of Maintenance.
13. Report immediately to the principal any damage to school property.
14. Assume responsibility for the opening and closing of the building each school day and for determining before leaving that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
15. Conduct an ongoing program of general maintenance, upkeep, and repair.
16. Move furniture or equipment within buildings as required for various activities and as directed by the principal.
17. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
18. Perform other duties as assigned,

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Custodian

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Keep building and premises, including sidewalks, driveways, and play areas, neat and clean at all times.	☐	☐	☐
Shovel, plow, and sand walkways, driveways, parking areas, and steps as appropriate.	☐	☐	☐
Check daily to ensure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.	☐	☐	☐
Sweep classrooms daily and dust furniture.	☐	☐	☐
Clean corridors after school each day and during the day when their condition requires it.	☐	☐	☐
Scrub, hose down, and disinfect toilet floors daily, and clean all sanitary fixtures and drinking fountains daily.	☐	☐	☐
Wash all windows on both the inside and outside at least twice each year, and more frequently if necessary.	☐	☐	☐
Keep the grounds free from rubbish.	☐	☐	☐
Keep all floors in a clean and attractive condition and in a good state of preservation.	☐	☐	☐
Clean all dry erase boards at least once a week.	☐	☐	☐
Make minor building repairs.	☐	☐	☐
Report major repairs needed promptly to the Director of Maintenance.	☐	☐	☐
Report immediately to the principal any damage to school property.	☐	☐	☐
Assume responsibility for the opening and closing of the building each school day and for determining before leaving that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.	☐	☐	☐
Conduct an ongoing program of general maintenance, upkeep, and repair.	☐	☐	☐
Move furniture or equipment within buildings as required for various activities and as directed by the principal.	☐	☐	☐
Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.	☐	☐	☐

Evaluator's Comments:

Custodian's Comments:

The signatures below indicate that the Custodian and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Custodian's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Dean of Students

Location: TBD

Reports to: Site Administrator

Classification: Certified

Work Year: 220 days

Salary: TBD

Summary or Purpose:

Supervise and coordinate all student school activities with the school Principal supervising students, teachers, and related programs.

Qualification Requirements:

- Five Years Teaching Experience
- Must have valid State of Alaska Teaching Certificate with a Type B Certification or working toward Type B Certification.
- Must exhibit leadership, integrity and good moral character.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. The Dean of Students is in charge of student welfare, behavior, discipline, and suspensions.
2. The Dean of Students is in charge of all intra-school student activities and serves as Athletic Director if qualified.
3. The Dean of Students shall provide leadership in the implementation and coordination of the school curriculum delivery and monitor school climate.
4. The Dean of Students shall present and advocate the school programs and policies to the staff, parents, and community members as part of the overall relations to the district.
5. The Dean of Students shall supervise athletic activities, coordinate remote activities and facilitate all student transportation.
6. The Dean of Students shall work cooperatively with the Principal in the writing of grants and seeking grants from implementation to evaluation.
7. The Dean of Students shall work cooperatively with the district counseling team and organize district career fairs.
8. The Dean of Students shall participate in the selection of new staff, as well as mentor interns.
9. The Dean of Students shall attend regular staff meetings and district board meetings..
10. The Dean of Students shall establish and communicate with a chain of command in instances of his/her absence.
11. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Dean of Students

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
The Dean of Students is in charge of student welfare, behavior, discipline, and suspensions.	☐	☐	☐
The Dean of Students is in charge of all intra-school student activities and serves as Athletic Director if qualified.	☐	☐	☐
The Dean of Students shall provide leadership in the implementation and coordination of the school curriculum delivery and monitor school climate.	☐	☐	☐
The Dean of Students shall present and advocate the school programs and policies to the staff, parents, and community members as part of the overall relations to the district.	☐	☐	☐
The Dean of Students shall supervise athletic activities, coordinate remote activities and facilitate all student transportation.	☐	☐	☐
The Dean of Students shall work cooperatively with the Principal in the writing of grants and seeking grants from implementation to evaluation.	☐	☐	☐
The Dean of Students shall work cooperatively with the district counseling team and organize district career fairs.	☐	☐	☐
The Dean of Students shall participate in the selection of new staff, as well as mentor interns.	☐	☐	☐
The Dean of Students shall attend regular staff meetings and district board meetings.	☐	☐	☐
The Dean of Students shall establish and communicate with a chain of command in instances of his/her absence.	☐	☐	☐

Evaluator's Comments:

Dean of Student's Comments:

The signatures below indicate that the Dean of Students and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Dean of Student's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Director of Federal Programs & Grants **Location:** TBD

Reports to: Superintendent **Classification:** Certified

Work Year: 220 days **Salary:** DOE

Summary or Purpose:

Serve as Director of Federal Programs and Grants in cooperation with administrators, in the coordination of federal and state grant funded programs and in the development, implementation and evaluation of new grants and contracts

Qualification Requirements:

- Administrative Certification
- Strong planning, writing, and interpersonal communication skills required
- Ability to work successfully with a wide range of groups required
- Experience in school supervision preferred
- Demonstrated skills in managing complex projects preferred
- Working knowledge of grant writing and grant management preferred
- Successful experience in working with advisory groups preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily.
The requirements listed below are representative of the knowledge, skills, and/or abilities required.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Direct federal programs and ensure compliance with all policies and laws.
2. Establish funding source communications in both the public and private sector.
3. Review funding information and opportunities for educational grants relevant to the educational goals of the school district.
4. Provide assistance with conceptualization, preparation, and processing of proposals for grant submission in accordance with Board policies and applicable laws.
5. Ensure program guidelines, application materials, and relevant information is easily accessible to school district staff. Provide grant writing support to other unit administrators upon request.
6. Compile and maintain written program records and reports on results of projects directly supervised for required audits. Disseminate this information to educational institutions, community groups and appropriate funding agencies.
7. Supervise certified and classified staff in accordance with applicable collective bargaining agreements and Personnel procedures.
8. Maintain close working relationship with school principals, teachers, program staff, and other district personnel.
9. Coordinate program committees for each federal program as required.
10. Promote positive image of the District and positive public relations at all times.
11. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Director of Federal Programs & Grants

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Coordinates programs within the Federal Programs Department and ensure compliance with all policies and laws.	☐	☐	☐
Establish funding source communications in both the public and private sector.	☐	☐	☐
Review funding information and opportunities for educational grants relevant to the educational goals of the school district.	☐	☐	☐
Provide assistance with conceptualization, preparation, and processing of proposals for grant submission in accordance with Board policies and applicable laws.	☐	☐	☐
Ensure program guidelines, application materials, and relevant information is easily accessible to school district staff. Provide grant writing support to other unit administrators upon request.	☐	☐	☐
Compiles and maintains written program records and reports on results of projects directly supervised for required audits. Disseminate this information to educational institutions, community groups and appropriate funding agencies.	☐	☐	☐
Supervise certified and classified staff in accordance with applicable collective bargaining agreements and personnel procedures.	☐	☐	☐
Maintain close working relationship with school principals, teachers, program staff, and other district personnel.	☐	☐	☐
Coordinate program committees for each federal program as required.	☐	☐	☐
Promote positive image of the District and positive public relations at all times.	☐	☐	☐

Evaluator's Comments:

Director of Federal Programs and Grant's Comments:

The signatures below indicate that the Director of Federal Programs and Grant's Signature and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Director of Federal Programs and Grant's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Director of I.D.E.A. **Location:** I.D.E.A. Field Office

Reports to: Superintendent GCSD **Classification:** Classified Staff

Work Year: 260 days **Salary:** DOE

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the Director is responsible for the overall operation of the Fairbanks IDEA Business Office and the program. In addition, the Director is also responsible for assisting the homeschooling parents in the enrollment of students and access to available resources. The goal of this is to balance the staff loads at all field offices and to make changes in the student management and accounting systems to track educational progress and overall management of the program.

Qualification Requirements:

- Strong background in staff evaluation and accounting.
- Ability to package, market and advertise the I.D.E.A. program.
- Five years of administrative experience preferred.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Knowledge of Home Schooling movement and Distance Education models preferred.
- Such other alternatives as the administration may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Supervise and evaluate IDEA Field Business Office operations and classified staff.
2. Supervise all IDEA Office operations.
3. Organize & carryout program staff development.
4. Regularly contact support staff in other Field Offices.
5. Monitor ongoing annual enrollment processes.
6. Supervise the annual OASIS reports.
7. Provide oversight of EED compliance requirements.
8. Assist families and staff as requested with miscellaneous needs (appropriate curriculum advice, research subject matter questions, finding scholarships, submitting Individual Learning Plans, financial forms, IDEA timelines, etc.)
9. Oversee the development and presentation of enrollment workshops.
10. Respond to email in a timely manner, communicate with families and staff frequently with email
11. Assist walk-in families and cover for classified staff on vacation
12. Review high school transcripts for accuracy
13. Perform other duties as assigned

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by: _____ Date: _____.

Reviewed and agreed to by: _____ Date: _____.
(Incumbent)

Galena City School District

Principals/IDEA Director/IDEA Assistant Director Evaluation Handbook



Pg	
2	Assessment Overview
4	Formal Evaluation Instrument
9-10	Educator Performance Rating w/ Signatures

Purpose

The Principal, IDEA Director, and IDEA Assistant Director performance evaluation process will promote professional growth and increased student learning by integrating the following areas.

- *Increase Principal, IDEA Director, and IDEA Assistant Director skills and knowledge of effective assessment and instruction practices*
- *Focus on the Principal's, IDEA Director's, and IDEA Assistant Director's commitment to continuously improve practice so that student learning is enhanced*
- *Focus the school's and district's commitment to continuously improve instruction and assessment so that student learning is enhanced*
- *Serve as a guide for Principal, IDEA Director, and IDEA Assistant Director to reflect upon and self-assess their own professional growth*
- *Ensuring alignment with school and district improvement plans*
- *Guide professional development for principals/site administrators*
- *Serve as a tool to support coaching and mentoring programs for Principal, IDEA Director, and IDEA Assistant Director*
- *Focus on the collection of credible evidence about Principal, IDEA Director, and IDEA Assistant Director performance*

Evaluative Process

Evaluation is a continuous process and may occur between scheduled periods at the request of the Principal/IDEA Director/IDEA Assistant Director or the Principal's, IDEA Director's, and IDEA Assistant Director's immediate supervisor or any higher supervisor.

Assessment Methodology

All Domains are assessed through a review of the evidence provided by the Principal, IDEA Director, and IDEA Assistant Director; conferences between the evaluator and the Principal, IDEA Director, and IDEA Assistant Director; input from a variety of sources (staff, parents, students, community) and observations conducted by the evaluator and other district personnel.

Evidences

Possible evidences for all domains may include evidences aligned with the District Strategic Plan and goals and plans aligned with AdvancED Accreditation:

- Statement of School Mission, Vision, and Core Values
- School Improvement Plans
- Program Development
- Documented Use of Formative Assessments
- Existence and Work of Collaborative Teams
- Department/Collaborative Team Meeting Agendas and Summary Notes
- Teaming with Community Agencies
- Conference Attendance and Follow-up Reports
- Graduation Rates
- In-service Agendas
- Master Schedules
- Student Handbooks
- Staff Handbooks
- Grant Applications
- PAC Agendas/Minutes
- Student Achievement and Assessment Data
- Student Discipline Data
- Student Attendance Data
- Monthly Letters to Stakeholders
- Monthly Newsletters
- Parent Survey Data
- Student Survey Data
- Staff Survey Data

Galena City School District
GCSD Principal/IDEA Director/Asst Director
Formal End of Year Evaluation Instrument

Educator Name: _____

Position: _____

Evaluator Name: _____

Date: _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Alaska Content Standards for Administrators are utilized as the foundation of this evaluation tool.

Establishing Level of Support: Use component ratings to establish domain ratings. To roll-up component ratings into five domain ratings, evaluators will use the following operating principles:

- **Exemplary**: A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Exemplary if the Principal, IDEA Director, or IDEA Assistant Director has received Exemplary ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.
- **Proficient:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Proficient if the Principal, IDEA Director, and IDEA Assistant Director received no more than one component rated Basic, with the remaining components rated Proficient or Exemplary.
- **Basic:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Basic if the Principal, IDEA Director, and IDEA Assistant Director received no Unsatisfactory component rating and two or more Basic component ratings.
- **Unsatisfactory:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Unsatisfactory if any one component is rated Unsatisfactory.

Domain 1: Providing Leadership, Guiding Instruction and Supporting Effective Learning Environments				
Components	UNSAT	BASIC	PROF	EXMP
Supporting the development of a school wide climate of high expectations for student learning and staff performance	☐	☐	☐	☐
Demonstrating knowledge of current major curriculum design models, including standards-based curriculum	☐	☐	☐	☐
Leading or facilitating the development of formative assessments, individual student learning plans, progress monitoring approaches, Intervention team meetings, data team meetings, or similarly focused staff activities	☐	☐	☐	☐
Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities	☐	☐	☐	☐
Facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance	☐	☐	☐	☐
Observing teachers frequently and providing the teacher with effective coaching and feedback	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 2: Providing Staff Professional Development to Meet Student Learning Needs				
Components	UNSAT	BASIC	PROF	EXMP
Supervising or arranging for the supervision of staff for the purpose of improving student learning, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models	☐	☐	☐	☐
Working with faculty and staff to identify individual and group professional development needs and to design appropriate staff development opportunities	☐	☐	☐	☐
Evaluating and coaching staff for the purpose of improving student learning and making recommendations about retention	☐	☐	☐	☐
Participating in the hiring of new staff based upon needs of the school and district priorities	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 3: Utilizing Assessment and Evaluation Information About Students, Staff, and Community in Making Decisions				
Components	UNSAT	BASIC	PROF	EXMP
Developing tools and processes to gather needed information from students, staff, and the community	☐	☐	☐	☐
Using information to determine whether student, school, or program goals have been met and implementing changes when appropriate	☐	☐	☐	☐
Interpreting assessment information and evaluation for others	☐	☐	☐	☐
Aligning programs to meet desired standards or goals	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 4: Acting in Accordance with Established Laws, Policies, Procedures, and Good Business Practices				
Components	UNSAT	BASIC	PROF	EXMP
Acting in accordance with federal and state statutes, regulations, and other laws	☐	☐	☐	☐
Board policies are implemented and adhered to	☐	☐	☐	☐
Administering contracts and financial accounts responsibly, accurately, efficiently, and effectively	☐	☐	☐	☐
Confidentiality of school records are adhered to	☐	☐	☐	☐
Holds all school staff accountable to personal and professional code of ethics	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 5: Facilitating the Participation of Parents and Families as Partners in the Education of Children				
Components	UNSAT	BASIC	PROF	EXMP
Supporting and respecting the responsibilities of parents and families recognizing the variety of parenting traditions and practices in the community	☐	☐	☐	☐
Involves stakeholders in the design and implementation of important decisions and policies	☐	☐	☐	☐
Maintaining a school or program climate that welcomes parents and families and invites their participation	☐	☐	☐	☐
Involving parents and community in meaningful ways in school or program decision making	☐	☐	☐	☐
Obtaining and using feedback to communicate more effectively	☐	☐	☐	☐
Communicating a positive image of the school in the community	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Exemplary	Proficient	Basic	Unsatisfactory

Evaluator Comments:

Employee Comments:

Statement: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation and will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

GALENA CITY SCHOOL DISTRICT

Position: Director of Maintenance

Location: TBD

Reports to: Superintendent

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

To maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Qualification Requirements:

- Demonstrated aptitude or competence for assigned responsibilities.
- Experience is the field of building and system maintenance.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Examine school buildings on a regular basis for needed repairs and maintenance.
2. Establish and recommend priorities on repair projects.
3. Estimate cost of repair projects in terms of labor, material, and overhead.
4. Assign and supervise crews for maintenance work such as replacing worn or defective wiring, switches, faucets, and plumbing fixtures, and repairing fencing, asphalt, concrete, and ceilings.
5. Specify and inspect work, and assist crew members.
6. Develop a system for dealing with emergency repair problems with efficiency.
7. Prepare reports on costs of work done, materials used, and labor expended.
8. Order materials as needed and make recommendations of supplies and equipment for purchase.
9. Assign work orders, check drawings and plans.
10. Consult with building principals regarding the establishment of regular preventive maintenance programs.
11. Maintain such Personnel and other records as are required.
12. Recruit, screen, recommend for hiring, and train all workers necessary to the maintenance program.
13. Advise on the hiring of contractors to perform certain maintenance or repair services.
14. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Director of Maintenance

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Examine school buildings on a regular basis for needed repairs and maintenance.	☐	☐	☐
Establish and recommend priorities on repair projects.	☐	☐	☐
Estimate cost of repair projects in terms of labor, material, and overhead.	☐	☐	☐
Assign and supervise crews for maintenance work such as replacing worn or defective wiring, switches, faucets, and plumbing fixtures, and repairing fencing, asphalt, concrete, and ceilings.	☐	☐	☐
Specify and inspect work, and assist crew members.	☐	☐	☐
Develop a system for dealing with emergency repair problems with efficiency.	☐	☐	☐
Prepare reports on costs of work done, materials used, and labor expended.	☐	☐	☐
Order materials as needed and make recommendations of supplies and equipment for purchase.	☐	☐	☐
Assign work orders, check drawings and plans.	☐	☐	☐
Consult with building principals regarding the establishment of regular preventive maintenance programs.	☐	☐	☐
Maintain such Personnel and other records as are required.	☐	☐	☐
Recruit, screen, recommend for hiring, and train all workers necessary to the maintenance program.	☐	☐	☐
Advise on the hiring of contractors to perform certain maintenance or repair services.	☐	☐	☐

Evaluator's Comments:

Director of Maintenance's Comments:

The signatures below indicate that the Director of Maintenance and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Director of Maintenance's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Director of Residence Life

Location: GILA Dorm

Reports to: Superintendent

Classification: Classified

Work Year: 220 days

Salary: DOE

Summary or Purpose:

Supervise student and personnel functions at the GILA Food Service and Residential Hall. Ensure clean and sanitary living conditions for occupants, and work and live within the guidelines of the Galena City Schools Board Policy.

Qualification Requirements:

- Bachelors Degree and demonstrating professional training.
- Successful experience supervising work schedules and personnel.
- Abilities as a team builder and organization leader.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Share with the principal the responsibility for protecting the health and welfare of students.
2. Oversee all matters of food service operations and dorm life.
3. Confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.
4. Resolve all discipline problems in a fair and just manner, and maintain records of any disciplinary action taken in accordance with due process from the Galena City Schools District Policy.
5. Supervise all registration and assignments of rooms, duties, scheduling, and discipline of staff and students in the dorm.
6. Assist in the interpretation of residential school programs, policies, and procedures to students, parents, staff, and community.
7. Develop and administer practices dealing with campus control and security.
8. Promote and hold pre-service and in-service education training for dorm staff.
9. Supervise and coordinate the ordering and use of materials needs for food service and dorm operations.
10. Participate in the screening, interview, application, and background checks making recommendations with the Assistant Superintendent for all new dorm employees.
11. Supervise and evaluate Food Service Manager, Residence Hall Administrator and Dorm Counselors.
12. Supervise the maintenance of residence hall and dining hall.
13. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Director of Residence Life

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Share with the principal the responsibility for protecting the health and welfare of students.	☐	☐	☐
Oversee all matters of food service operations and dorm life.	☐	☐	☐
Confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.	☐	☐	☐
Resolve all discipline problems in a fair and just manner, and maintain records of any disciplinary action taken in accordance with due process from the Galena City Schools District Policy.	☐	☐	☐
Supervise all registration and assignments of rooms, duties, scheduling, and discipline of staff and students in the dorm.	☐	☐	☐
Assist in the interpretation of residential school programs, policies, and procedures to students, parents, staff, and community.	☐	☐	☐
Develop and administer practices dealing with campus control and security.	☐	☐	☐
Promote and hold pre-service and in-service education training for dorm staff.	☐	☐	☐
Supervise and coordinate the ordering and use of materials needs for food service and dorm operations.	☐	☐	☐
Participate in the screening, interview, application, and background checks making recommendations with the Assistant Superintendent for all new dorm employees.	☐	☐	☐
Supervise and evaluate Food Service Manager, Residence Hall Administrator and Dorm Counselors.	☐	☐	☐
Supervise the maintenance of residence hall and dining hall.	☐	☐	☐

Evaluator's Comments:

Director of Residence Life's Comments:

The signatures below indicate that the Director of Resident Life and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Director of Residence Life's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Director of Special Education

Location: TBD

Reports to: Superintendent

Classification: Certified

Work Year: 200 days

Salary: DOE

Summary or Purpose:

Serve as Director of Special Education in cooperation with administrators, in the coordination of Federal and State grant-funded programs and in the development, implementation, and evaluation of new grants and contracts

Qualification Requirements:

- Administrative Certification
- Special Education Certification
- Strong planning, writing, and interpersonal communication skills required
- Ability to work successfully with a wide range of groups required
- Experience in school supervision preferred
- Demonstrated skills in managing complex projects preferred
- Working knowledge of grant writing and grant management preferred
- Successful experience in working with advisory groups preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Direct programs within the Special Education Department and ensure compliance with all policies and laws.
2. Establish funding source communications in both the public and private sector.
3. Review funding information and opportunities for educational grants relevant to the educational goals of the school district.
4. Provide assistance with conceptualization, preparation, and processing of proposals for grant submission in accordance with Board policies and applicable laws.
5. Ensure program guidelines, application materials, and relevant information is easily accessible to school district staff. Provide grant writing support to other unit administrators upon request.
6. Compile and maintain written program records and reports on results of projects directly supervised for required audits. Disseminate this information to educational institutions, community groups and appropriate funding agencies.
7. Supervise certified and classified staff in accordance with applicable collective bargaining agreements and personnel procedures.
8. Maintain close working relationship with school principals, teachers, program staff, and other district personnel.
9. Coordinate program committees for each federal program as required.
10. Promote positive image of the District and positive public relations at all times.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Director of Special Education

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Direct programs within the Special Education Department and ensure compliance with all policies and laws.	☐	☐	☐
Establish funding source communications in both the public and private sector.	☐	☐	☐
Review funding information and opportunities for educational grants relevant to the educational goals of the school district.	☐	☐	☐
Provide assistance with conceptualization, preparation, and processing of proposals for grant submission in accordance with Board policies and applicable laws.	☐	☐	☐
Ensure program guidelines, application materials, and relevant information is easily accessible to school district staff. Provide grant writing support to other unit administrators upon request.	☐	☐	☐
Compile and maintain written program records and reports on results of projects directly supervised for required audits. Disseminate this information to educational institutions, community groups and appropriate funding agencies.	☐	☐	☐
Supervise certified and classified staff in accordance with applicable collective bargaining agreements and Personnel procedures.	☐	☐	☐
Maintain close working relationship with school principals, teachers, program staff, and other district Personnel.	☐	☐	☐
Coordinate program committees for each program as required.	☐	☐	☐
Promote positive image of the District and positive public relations at all times.	☐	☐	☐

Evaluator's Comments:

Director of Special Education's Comments:

The signatures below indicate that the Director of Special Education and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Director of Special Education's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Director of Technology

Location: TBD

Reports to: Assistant Superintendent

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

Manage all Information Support Programs, including the resources, operations and staff. Provide technical assistance to schools and departments in the district. Implement, maintain, and update the Technology Plan. Coordinate technology applications with instructional goals through a close interface with appropriate administrators.

Qualification Requirements:

- Five years of experience in the field of technology required.
- Two years of supervisory experience in technology required.
- Extensive knowledge of website programming and database operations.
- Four years of experience working in a local area network environment required.
- Five years of experience working in a wide area network environment preferred.
- Strong written, verbal and interpersonal skills required.
- Knowledge and understanding of technology as it relates to current District needs, education and users.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Work with the technology department staff to integrate PowerSchool into as many district data tasks as possible.
2. Address immediate website needs in the District.
3. Refine District Technology Integration Plan and work with users toward implementation.
4. Communicate problems and solutions to the technology department staff and site administrators.
5. Organize and supervise the district network.
6. Prioritize projects within the department.
7. Prioritize database report building, electronic submittal form generation and website development.
8. Train new and existing staff members in the use of the district PowerSchool database program.
9. Actively participate in the department adopted cross-training structure.
10. Coordinate departmental staff training and development.
11. Provide liaison with other agencies/organizations as requested.
12. Adhere to all GCSD policies and procedures.
13. Perform such other tasks and assume other responsibilities as the supervisor may assign.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Director of Technology

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Work with the technology department staff to integrate PowerSchool into as many district data tasks as possible.	☐	☐	☐
Address immediate website needs in the District.	☐	☐	☐
Refine District Technology Integration Plan and work with users toward implementation.	☐	☐	☐
Communicate problems and solutions to the technology department staff and site administrators.	☐	☐	☐
Organize and supervise the district network.	☐	☐	☐
Prioritize projects within the department.	☐	☐	☐
Prioritize database report building, electronic submittal form generation and website development.	☐	☐	☐
Train new and existing staff members in the use of the district PowerSchool database program.	☐	☐	☐
Actively participate in the department adopted cross-training structure.	☐	☐	☐
Coordinate departmental staff training and development.	☐	☐	☐
Provide liaison with other agencies/organizations as requested.	☐	☐	☐
Adhere to all GCSD policies and procedures.	☐	☐	☐

Evaluator's Comments:

Director of Technology's Comments:

The signatures below indicate that the Director of Technology and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Director of Technology's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Dorm Aide (Front Desk)

Location: GILA Dorm

Reports to: Residence Life Administrator

Classification: Classified

Work Year: School Term

Salary: Range 4

Summary or Purpose:

To provide security to the students and staff of Ptarmigan Hall and to alert staff of crises and student needs that may arise throughout the night.

Qualification Requirements:

- High School Diploma
- One-year experience with high school students preferred.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist the Residence Life Staff in maintaining a structured, safe, and supportive living and learning environment within the residence hall and to develop a sense of community.
2. Maintain a log of any incidents and observations that take place during the work shift.
3. Document any behavioral, health related and other student incidents as they occur.
4. Answer the telephone, transferring calls, and taking messages as necessary.
5. Sorting and distributing student and staff mail and messages.
6. Ensure that each student signs in and out for activities when entering and leaving the building.
7. Monitor the front door and addressing needs of district and community patrons.
8. Manage student conduct in the lobby.
9. Administer and log student medication use.
10. Manage student checkout and ensuring community host awareness of policies and terms for signing a student out.
11. Watch surveillance monitors to help ensure students are in their rooms during quiet hours and off the floors when they are to be out of the building.
12. Submit boxed dinner requests for students in sick rooms or at athletic/extracurricular meetings that would prevent them from attending dinner.
13. Serve as a positive role model to all student residents of the residence hall.
14. Meet monthly with the Residence Life Administrator or Hall Manager.
15. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Dorm Aide (Front Desk)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist the Residence Life Staff to maintain a structured, safe, and supportive living and learning environment within the residence hall and to develop a sense of community.	☐	☐	☐
Maintain a log of any incidents and observations that take place during the work shift.	☐	☐	☐
Document any behavioral, health related and other student incidents during the night as they occur.	☐	☐	☐
Answer the telephone, transfer calls, and take messages as necessary.	☐	☐	☐
Sorting and distributing student and staff mail and messages	☐	☐	☐
Ensure that each student signs in and out for activities when entering and leaving the building.	☐	☐	☐
Monitor the front door and addressing needs of district and community patrons.	☐	☐	☐
Manage student conduct in the lobby.	☐	☐	☐
Administer and log student medication use.	☐	☐	☐
Manage student checkout and ensuring community host awareness of policies and terms for signing a student out.	☐	☐	☐
Watch surveillance monitors to help ensure students are in their rooms during quiet hours and off the floors when they are to be out of the building.	☐	☐	☐
Submit boxed dinner requests for students in sick rooms or at athletic/extracurricular meetings that would prevent them from attending dinner.	☐	☐	☐
Serve as a positive role model to all student residents of the residence hall.	☐	☐	☐
Meet monthly with the Residence Life Administrator or Hall Manager.	☐	☐	☐

Evaluator's Comments:

Front Desk Dorm Aide's Comments:

The signatures below indicate that the Front Desk Dorm Aide and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Front Desk Dorm Aide's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Dorm Aide Certified (Student Programming)
Location: GILA
Reports to: Residence Life Administrator
Classification: Classified
Work Year: School Term
Salary: Range 11

Summary or Purpose:

To ensure the safety, accountability, and well-being of the GILA students at all times and to maintain a healthy living / learning environment

Qualification Requirements:

- Bachelors degree required.
- Degree or significant coursework in a student affairs, human services, or social sciences field preferred.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Working cooperatively with the Residence Life staff to maintain a structured, supportive, living and learning environment within the residence hall, and to develop a strong sense of community.
2. Managing student behavior and taking disciplinary action to enforce the GILA code of conduct.
3. Maintaining complete documentation of behavioral, health-related, and other incidents as they occur.
4. Working to build positive assets in each resident during their stay in the residence hall.
5. Serving as a mentor and positive role model to all student residents of the residence hall.
6. Designing, preparing, and supervising daily student programming, collaborating with the Residence Life staff and utilizing their strengths and talents when possible to vary the activities.
7. Completing formal program proposal and evaluation forms for programs, tracking staff programs
8. Working with administration and community members to coordinate student involvement in campus-wide activities.
9. Maintaining detailed attendance records and keeping other programming-related files
10. Maintaining Craft Room supplies, recreational materials, and sporting goods.
11. Designing a common area bulletin board/passive program monthly
12. Attending Hall Council meetings to solicit student programming ideas and interests.
13. Attending weekly Residence Life staff meetings
14. Submitting formal, typed weekly programming reports to Residence Life Administration.
15. Meeting monthly with Residence Life Administrator.
16. Helping with distribution of student medication
17. On call duties
18. Completing any other tasks necessary to achieve the objectives of the Residence Life staff and the GILA administration, as outlined in the Residence Life Staff Expectations or as deemed necessary by a supervisor.
19. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Dorm Aide Certified (Student Programming)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Working cooperatively with the Residence Life staff to maintain a structured, supportive, living and learning environment within the residence hall, and to develop a strong sense of community.	☐	☐	☐
Managing student behavior and taking disciplinary action to enforce the GILA code of conduct.	☐	☐	☐
Maintaining complete documentation of behavioral, health-related, and other incidents as they occur.	☐	☐	☐
Working to build positive assets in each resident during their stay in the residence hall.	☐	☐	☐
Serving as a mentor and positive role model to all student residents of the residence hall.	☐	☐	☐
Designing, preparing, and supervising daily student programming, collaborating with the Residence Life staff and utilizing their strengths and talents when possible to vary the activities.	☐	☐	☐
Completing formal program proposal and evaluation forms for programs, tracking staff programs	☐	☐	☐
Working with administration and community members to coordinate student involvement in campus-wide activities.	☐	☐	☐
Maintaining detailed attendance records and keeping other programming-related files	☐	☐	☐
Maintaining Craft Room supplies, recreational materials, and sporting goods.	☐	☐	☐
Designing a common area bulletin board/passive program monthly	☐	☐	☐
Attending Hall Council meetings to solicit student programming ideas and interests.	☐	☐	☐
Attending weekly Residence Life staff meetings	☐	☐	☐
Submitting formal, typed weekly programming reports to Residence Life Administration.	☐	☐	☐
Meeting monthly with Residence Life Administrator.	☐	☐	☐
Helping with distribution of student medication	☐	☐	☐
On call duties	☐	☐	☐
Completing any other tasks necessary to achieve the objectives of the Residence Life staff and the GILA administration, as outlined in the Residence Life Staff Expectations or as deemed necessary by a supervisor.	☐	☐	☐

Evaluator's Comments:

Dorm Aide Certified's Comments:

The signatures below indicate that the Dorm Aide Certified and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Dorm Aide Certified's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Dorm Aide

Location: GILA Dorm

Reports to: Residence Life Administrator

Classification: Classified

Work Year: School Term

Salary: Range 4

Summary or Purpose:

The Dorm Aide position at Galena Interior Learning Academy (GILA) is the backbone of the residence life program. GILA operates at 24/7 service desk which is the main hub of all student activities and provides resources and communication to students, staff, and parents. Dorm Aides staff the service desk as well as other critical locations on campus ensuring student safety and also providing students with someone to come to with problems or questions. Dorm Aides also provide overnight supervision of the residence hall. Room and board is provided by GCSD for this position while school is in session.

Qualification Requirements:

- High School Diploma
- One-year experience with high school students preferred.
- Must be at least 21.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist the Residence Life Staff to maintain a structured, safe, and supportive living and learning environment within the residence hall and to develop a sense of community.
2. Maintain a log of any incidents and observations that take place during the work shift.
3. Document any behavioral, health related and other student incidents during the night as they occur.
4. Answer the telephone, transfer calls, and take messages as necessary.
5. Make sure that the front door remains locked, monitoring who leaves and enters.
6. Watching surveillance monitors to ensure that students are in their rooms, call the appropriate staff member on duty if assistance is needed.
7. Make periodic security rounds around the building's exterior and through the corridors of the second and third floors.
8. Perform additional clerical or support services for the following day if necessary.
9. Serve as a positive role model to all student residents of the residence hall.
10. Meet monthly with the Residence Life Administrator or Hall Manager.
11. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Dorm Aide

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist the Residence Life Staff to maintain a structured, safe, and supportive living and learning environment within the residence hall and to develop a sense of community.	☐	☐	☐
Maintain a log of any incidents and observations that take place during the work shift.	☐	☐	☐
Document any behavioral, health related and other student incidents during the night as they occur.	☐	☐	☐
Answer the telephone, transfer calls, and take messages as necessary.	☐	☐	☐
Make sure that the front door remains locked, monitoring who leaves and enters.	☐	☐	☐
Watching surveillance monitors to ensure that students are in their rooms, call the appropriate staff member on duty if assistance is needed.	☐	☐	☐
Make periodic security rounds around the building's exterior and through the corridors of the second and third floors.	☐	☐	☐
Perform additional clerical or support services for the following day if necessary.	☐	☐	☐
Serve as a positive role model to all student residents of the residence hall.	☐	☐	☐
Meet monthly with the Residence Life Administrator or Hall Manager.	☐	☐	☐

Evaluator's Comments:

Dorm Aide's Comments:

The signatures below indicate that the Dorm Aide and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Dorm Aide's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Field Representative - GILA

Location: TBD

Reports to: Director of Residential Life

Classification: Classified

Work Year: 260 days

Salary: Range 13

Summary or Purpose:

To assure an effective and efficient recruiting, enrollment and student record management process for GILA's boarding school.

Qualification Requirements:

- High School Diploma required.
- Experience with computer software such as Excel, Word and PowerSchool.
- Ability to communicate effectively with parents and students via phone and e-mail.
- Ability to be well organized.
- Preference given to candidates familiar with the GILA residential hall or high school boarding schools.
- Such alternative qualifications as the administration may deem appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Develop and introduce the GILA program to prospective families through advertising, recruiting promotions and internet tools (Facebook and GILA website).
2. Coordinate interviews of all prospective students. Collect, track and maintain all student including waitlisted students through the enrollment process.
3. Explain policies and procedures to GILA families and provide detailed information on matter concerning application process, academic programs, vocational programs, and residential life matters related to GILA
4. Assist students and parents as requested with miscellaneous needs, including advice on filling out forms, finding resources, etc.
5. Effectively and efficiently screen potential student candidates and fill student openings.
6. Provide school counselor with new student information and assist in the class enrollment process.
7. Facilitate communication with parents and students regarding GILA events, policies, and due dates through e-mail, Facebook and regular newsletters.
8. Assist GILA Principal with the coordination and facilitation of the GILA Parent Advisory Committee operations.
9. Establish, maintain and keep confidential the cumulative file and permanent student records as required.
10. Contribute to student database management through log entries, preparation of record requests and maintenance of grades and absences in PowerSchool.
11. Prepare reports detailing enrollment, transfers and withdrawals along with supporting documentation.
12. Other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Field Representative (GILA)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Develop and introduce the GILA program to prospective families through advertising, recruiting promotions and internet tools (Facebook and GILA website).	☐	☐	☐
Coordinate interviews of all prospective students. Collect, track and maintain all student including waitlisted students through the enrollment process.	☐	☐	☐
Explain policies and procedures to GILA families and provide detailed information on matter concerning application process, academic programs, vocational programs, and residential life matters related to GILA	☐	☐	☐
Assist students and parents as requested with miscellaneous needs, including advice on filling out forms, finding resources, etc.	☐	☐	☐
Effectively and efficiently screen potential student candidates and fill student openings.	☐	☐	☐
Provide school counselor with new student information and assist in the class enrollment process.	☐	☐	☐
Facilitate communication with parents and students regarding GILA events, policies, and due dates through e-mail, Facebook and regular newsletters.	☐	☐	☐
Assist GILA Principal with the coordination and facilitation of the GILA Parent Advisory Committee operations.	☐	☐	☐
Establish, maintain and keep confidential the cumulative file and permanent student records as required.	☐	☐	☐
Contribute to student database management through log entries, preparation of record requests and maintenance of grades and absences in PowerSchool.	☐	☐	☐
Prepare reports detailing enrollment, transfers and withdrawals along with supporting documentation.	☐	☐	☐

Evaluator's Comments:

GILA Field Representative's Comments:

The signatures below indicate that the GILA Field Representative and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

GILA Field Representative's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Field Representative I.D.E.A.

Location: Field Office / Home

Reports to: Site Administrator / Director

Classification: Classified

Work Year: 260 days

Salary: Range 13

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Program Director or designee, the Field Representative's primary purpose is to serve as a liaison between the families and the educational program. The goal of the Field Representative is to assist the program in providing the best support to the families involved. The Field Representative also serves as a channel of information between the families and the program and assists the families in complying with the program requirements.

Qualification Requirements:

- High School Diploma required.
- Home School experience and knowledge of the homeschooling movement.
- Must be able to communicate effectively with various groups and individuals.
- Computer and internet proficiency preferred.
- Such alternative qualifications as the administration may deem appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Introduce the IDEA program to prospective families through Information Meetings, interviews, and individual conversations.
2. Coordinate interviews of all prospective families in region and track all waitlist families through the enrollment process.
3. Explain policies and procedures to IDEA families through General Orientations, High School Orientations and individual conversations.
4. Assist families as requested with miscellaneous needs, including advice on curriculum and homeschool issues, filling out forms, finding resources, etc.
5. Assist teachers and business office in resolving issues with families.
6. Facilitate communication with families regarding IDEA events, policies, and due dates through listservs and regular newsletters; be regularly available to families and respond promptly via e-mail and phone.
7. Provide skill development opportunities for parents through organizing workshops and the annual Curriculum Fair.
8. Seek approval from the other reps of prospective curriculum vendors and set up the vendors.
9. Establish and support the Parent Advisory Committee, facilitate monthly PAC meetings, involve PAC in planning support activities, seek input from PAC on policy issues, share PAC minutes with Director.
10. Work closely with Resource Room coordinator in set-up, display, and selection of materials included.
11. Contribute to database through forwarding contact information updates to data entry clerk in a timely manner, entering notes in PowerSchool of anything that other staff would find helpful in serving the families, and maintaining accurate listservs.
12. Other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Field Representative (I.D.E.A.)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Introduce the IDEA program to prospective families through Information Meetings, interviews, and individual conversations.	☐	☐	☐
Coordinate interviews of all prospective families in region and track all waitlist families through the enrollment process.	☐	☐	☐
Explain policies and procedures to IDEA families through General Orientations, High School Orientations and individual conversations.	☐	☐	☐
Assist families as requested with miscellaneous needs, including advice on curriculum and homeschool issues, filling out forms, finding resources, etc.	☐	☐	☐
Assist teachers and business office in resolving issues with families.	☐	☐	☐
Facilitate communication with families regarding IDEA events, policies, and due dates through listservs and regular newsletters; be regularly available to families and respond promptly via e-mail and phone.	☐	☐	☐
Provide skill development opportunities for parents through organizing workshops and the annual Curriculum Fair.	☐	☐	☐
Seek approval from the other reps of prospective curriculum vendors and set up the vendors.	☐	☐	☐
Establish and support the Parent Advisory Committee, facilitate monthly PAC meetings, involve PAC in planning support activities, seek input from PAC on policy issues, share PAC minutes with Director.	☐	☐	☐
Work closely with Resource Room coordinator in set-up, display, and selection of materials included.	☐	☐	☐
Contribute to database through forwarding contact information updates to data entry clerk in a timely manner, entering notes in PowerSchool of anything that other staff would find helpful in serving the families, and maintaining accurate listservs.	☐	☐	☐

Evaluator's Comments:

I.D.E.A. Field Representative's Comments:

The signatures below indicate that the I.D.E.A. Field Representative and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

I.D.E.A. Field Representative's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Food Service Manager / GILA Chef

Location: GILA Campus

Reports to: Director of Residence Life

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

Provide a smooth-running food service program with nutritious meals.
Participate in School-to-Work program.

- Provide employment opportunities.
  Culinary Arts Program
- Teach basic through advanced culinary skills
  Entrepreneurial Program
- Coordinate community events
- Scholarship program
- Student store

Qualification Requirements:

- Graduate of Culinary Accredited Program
- Minimum Two Years Experience in Comparable Size Environment
- Ability to Work with Students and Adults
- Strong Organizational and Planning Skills
- Such alternative qualifications as the administration may deem appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily.
The requirements listed below are representative of the knowledge, skills, and/or abilities required.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Inventory control and record keeping.
2. Order food and all materials required for the food service and classroom.
3. Supervise all students enrolled in the Culinary Arts Program and School-to-Work Program.
4. Responsible for maintaining equipment; submit work orders in a timely manner.
5. Prepare and submit time sheets.
6. Supervise and evaluate all food service employees.
7. Employee evaluations.
8. Interview and hire employees for food service staff according to district guidelines.
9. Supervise the use of all food service equipment.
10. Follow required guidelines for USDA New Meal Patterns.
11. Follow Hazard Analysis Critical Control Points (HACCP) Plan and maintain required recordkeeping.
12. Responsible for cleanliness of dining hall facility and general appearance.
13. Prepare monthly menus.
14. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Food Service Manager / GILA Chef

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Inventory control and record keeping.	☐	☐	☐
Order food and all materials required for the food service and classroom.	☐	☐	☐
Supervise all students enrolled in the Culinary Arts Program and School-to-Work Program.	☐	☐	☐
Responsible for maintaining equipment; submit work orders in a timely manner.	☐	☐	☐
Prepare and submit time sheets.	☐	☐	☐
Supervise and evaluate all food service employees.	☐	☐	☐
Employee evaluations.	☐	☐	☐
Interview and hire employees for food service staff according to district guidelines.	☐	☐	☐
Supervise the use of all food service equipment.	☐	☐	☐
Follow required guidelines for USDA New Meal Patterns.	☐	☐	☐
Follow Hazard Analysis Critical Control Points (HACCP) Plan and maintain required recordkeeping.	☐	☐	☐
Responsible for cleanliness of dining hall facility and general appearance.	☐	☐	☐
Prepare monthly menus.	☐	☐	☐

Evaluator's Comments:

Food Service Manager/GILA Chef's Comments:

The signatures below indicate that the Food Service Manager/GILA Chef and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Food Service Manager/GILA Chef's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Food Service Manager / SHS Head Cook

Location: TBD

Reports to: Superintendent

Classification: Classified

Work Year: School Term

Salary: DOE

Summary or Purpose:

Provide a smooth-running food service program with nutritious meals.

Qualification Requirements:

- High School Diploma or Equivalency
- Two Years Experience as Head Cook in Comparable Size Institution
- Ability to Work with Adults and Students
- Organization, Planning and Computer Skills
- Requires Food Safety Manager Certificate
- Such alternative qualifications as the administration may deem appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Inventory control and record keeping.
2. General appearance and cleanliness of work area.
3. Interview and hire employees for food service staff according to district guidelines.
4. Supervise and evaluate all food service employees.
5. Making sure equipment is in good working order and submit work orders in a timely manner.
6. Supervise the use of all food service equipment.
7. Prepare monthly menus.
8. Responsible for cleanliness of dining facility and general appearance.
9. Prepare and submit time sheets.
10. Follow Hazard Analysis Critical Control Points (HACCP) Plan and maintain required recordkeeping.
11. Follow required guidelines for USDA New Meal Patterns.
12. Preparation of all sports (visitors) meals.
13. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Food Service Manager/ SHS Head Cook

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Inventory control and record keeping.	☐	☐	☐
General appearance and cleanliness of work area.	☐	☐	☐
Interview and hire employees for food service staff according to district guidelines.	☐	☐	☐
Supervise and evaluate all food service employees.	☐	☐	☐
Making sure equipment is in good working order and submit work orders in a timely manner.	☐	☐	☐
Supervise the use of all food service equipment.	☐	☐	☐
Prepare monthly menus.	☐	☐	☐
Responsible for cleanliness of dining facility and general appearance.	☐	☐	☐
Prepare and submit time sheets.	☐	☐	☐
Follow Hazard Analysis Critical Control Points (HACCP) Plan and maintain required recordkeeping.	☐	☐	☐
Follow required guidelines for USDA New Meal Patterns.	☐	☐	☐
Preparation of all sports (visitors) meals.	☐	☐	☐

Evaluator's Comments:

Food Service Manager/SHS Head Cook's Comments:

The signatures below indicate that the Food Service Manager/SHS Head Cook's and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Food Service Manager/SHS Head Cook's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Hall Manager

Location: GILA Dorm

Reports to: Residence Life Administrator

Classification: Classified

Work Year: School Term

Salary: DOE

Summary or Purpose:

To use leadership, supervisory, and administrative skills to create a safe and supportive home environment for the district's boarding school students

Qualification Requirements:

- Bachelors degree required.
- Degree or significant coursework in a student affairs, human services, or social sciences field preferred.
- Minimum three years working with high school students or in residence life.
- Minimum one year residence life staff management.
- Such alternative qualifications as the administration may deem appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Working cooperatively with the Residence Life Staff to maintain a structured, supportive, living and learning environment within the residence halls, and to develop a strong sense of community.
2. Supervising designated Residence Life Staff and refer performance concerns to Residence Life Administrator.
3. Overseeing operations of residence hall, contacting appropriate school administration for assistance in Residence Life Administrators' absence.
4. Conducting discipline hearings and enforcing the GILA Code of Conduct.
5. Maintaining student files and related documentation.
6. Supervising and communicating student whereabouts, including checkout and student travel.
7. Cooperatively advising Hall Council and addressing student needs and concerns.
8. Serving as a positive role model to all student residents of GILA.
9. Supervising the hall staff.
10. Maintaining close personal contact with students, making appropriate counseling, health, and academic referrals as needed.
11. Attending weekly Residence Life Staff and management team meetings.
12. Submitting formal, typed weekly reports to the Residence Life Administrator.
13. Managing student medication distribution.
14. On call responsibilities.
15. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Hall Manager

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Working cooperatively with the Residence Life Staff to maintain a structured, supportive, living and learning environment within the residence halls, and to develop a strong sense of community.	☐	☐	☐
Supervising designated Residence Life Staff and refer performance concerns to Residence Life Administrator.	☐	☐	☐
Overseeing operations of residence hall, contacting appropriate school administration for assistance in Residence Life Administrators' absence.	☐	☐	☐
Conducting discipline hearings and enforcing the GILA Code of Conduct.	☐	☐	☐
Maintaining student files and related documentation.	☐	☐	☐
Supervising and communicating student whereabouts, including checkout and student travel.	☐	☐	☐
Cooperatively advising Hall Council and addressing student needs and concerns.	☐	☐	☐
Serving as a positive role model to all student residents of GILA.	☐	☐	☐
Supervising the hall staff.	☐	☐	☐
Maintaining close personal contact with students, making appropriate counseling, health, and academic referrals as needed.	☐	☐	☐
Attending weekly Residence Life Staff and management team meetings.	☐	☐	☐
Submitting formal, typed weekly reports to the Residence Life Administrator.	☐	☐	☐
Managing student medication distribution.	☐	☐	☐
On call responsibilities.	☐	☐	☐

Evaluator's Comments:

Hall Manager's Comments:

The signatures below indicate that the Hall Manager and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Hall Manager's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position:	Contact Teacher I.D.E.A.	**Location:**	TBD
Reports to:	Site Administrator	**Classification:**	Certified Staff
Work Year:	190 / 187 days	**Salary:**	GEA Agreement

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the teacher is responsible for assisting the homeschooling parents of the students assigned to them in teaching and learning processes. The goal of this assistance is student acquisition of basic skills and knowledge as identified by district curriculum guidelines.

All instruction provided for students will be individualized and parent-directed. This means that differences in individual learning style, rate of learning, level of maturation, and level of achievement will provide the basis for instructional decision-making. To respond to these differences, it is expected that teachers will advise a variety of materials, rate of instruction, and methodology, with the modifications based upon frequent assessment.

Qualification Requirements:

- Bachelor's Degree in Education required; Master's Degree preferred.
- Alaska teacher certificate required.
- Six years experience in education preferred.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Knowledge of Home Schooling movement and Distance Education models preferred.
- Such other alternatives as the administration may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Regularly contact assigned families (one contact per month minimum)
2. Assist families as requested with miscellaneous needs (curriculum advice, research subject matter questions, finding scholarships, writing Individual Learning Plans, financial forms, IDEA timelines, etc.)
3. Evaluate and process paperwork in a timely manner (ILP's, ILP Amendments, PR's/HS Evaluations, Work samples)
4. Plan and administer standardized testing; provide prep workshops for testing
5. Develop and present a minimum of two workshops each year

6. Sponsor or assist, plan and prepare events (science fair, graduation, spelling bee, battle of the books, etc.)
7. Respond to email in a timely manner, communicate with families and staff frequently with email
8. Maintain teacher contact notes for each student in data base
9. Assist walk-in families and cover for staff on vacation
10. Assist families with high school planning and monitor progress toward graduation
11. Review high school transcripts for accuracy
12. Perform other duties as assigned

GALENA CITY SCHOOL DISTRICT

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by: _____ Date: _____.

Reviewed and agreed to by: _____ Date: _____.
(Incumbent)

Galena City School District
IDEA Contact Teacher
Evaluation

Educator Name: _____

Position: _____

Evaluator Name: _____

Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Charlotte Danielson domains and methodology are utilized as the foundation of this evaluation tool.

Elements within domains one through four will be counted individually to determine the number of elements rated exemplary, proficient, basic and unsatisfactory. An educators overall rating will be based on the following methodology:

- **Exemplary**: A teacher should receive an overall rating of exemplary if the teacher has received exemplary ratings in at least half of the elements, with the remaining elements rated no lower than proficient.
- **Proficient:** A teacher should receive an overall rating of proficient if the teacher received no more than one element rated basic, with the remaining elements rated proficient or exemplary.
- **Basic:** A teacher should receive an overall rating of basic if the teacher received no unsatisfactory element rating and two or more elements rated basic.
- **Unsatisfactory:** A teacher should receive an overall rating of unsatisfactory if any one element is rated unsatisfactory.

A teacher must provide evidences/artifacts in order for any element to possibly be rated exemplary. Without evidences and artifacts, the highest rating a teacher can receive in each element is proficient. Providing artifacts and evidences is no guarante of an exemplary element rating.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements	UNSAT	BASIC	PROF	EXEMP
Knowledge of content and the structure of the discipline	☐	☐	☐	☐
Knowledge of prerequisite relationships	☐	☐	☐	☐
Knowledge of content-related pedagogy	☐	☐	☐	☐

Component 1b: Demonstrating Knowledge of Students				
Elements:	UNSAT	BASIC	PROF	EXEMP
Knowledge of child and adolescent development	☐	☐	☐	☐
Knowledge of the learning process	☐	☐	☐	☐
Knowledge of students' skills, knowledge and language	☐	☐	☐	☐
Knowledge of students' interests and cultural heritage	☐	☐	☐	☐
Knowledge of students' special needs	☐	☐	☐	☐

Component 1d: Demonstrating Knowledge of Resources				
Elements:	UNSAT	BASIC	PROF	EXEMP
Resources for educational use	☐	☐	☐	☐
Resources to extend content knowledge and pedagogy	☐	☐	☐	☐
Resources for students and parents	☐	☐	☐	☐

Domain 1: Evidences and Artifacts

Domain 2: The Classroom Environment				
Component 2a: *Creating an Environment of Respect and Rapport*				
Elements:	UNSAT	BASIC	PROF	EXEMP
Teacher interaction with students and parents	☐	☐	☐	☐

Component 2b: *Establishing a Culture for Learning*				
Element	UNSAT	BASIC	PROF	EXEMP
Importance of the content	☐	☐	☐	☐
Expectations for learning and achievement	☐	☐	☐	☐
Student pride in work	☐	☐	☐	☐

Domain 2: Evidences and Artifacts

Domain 3: Instruction

Component 3a: Communicating with Students and Parents

Elements:	UNSAT	BASIC	PROF	EXEMP
Expectations for learning	☐	☐	☐	☐
Directions and procedures	☐	☐	☐	☐
Explanations of content	☐	☐	☐	☐
Use of oral and written language	☐	☐	☐	☐

Component 3d: Using Assessments in Instruction

Elements:	UNSAT	BASIC	PROF	EXEMP
Assessment criteria	☐	☐	☐	☐
Monitoring of student learning	☐	☐	☐	☐
Feedback to students and parents	☐	☐	☐	☐

Component 3e: Demonstrating Flexibility and Responsiveness

Elements	UNSAT	BASIC	PROF	EXEMP
Lesson adjustment	☐	☐	☐	☐
Response to students and parents	☐	☐	☐	☐
Persistence	☐	☐	☐	☐

Domain 3: Evidences and Artifacts

Domain 4: Professional Responsibilities				
Component 4b: Maintaining Accurate Records				
Elements	UNSAT	BASIC	PROF	EXEMP
Student completion of assignments	☐	☐	☐	☐
Student progress in learning	☐	☐	☐	☐
Maintaining Instructional records	☐	☐	☐	☐
Component 4c: Communicating with Families				
Elements	UNSAT	BASIC	PROF	EXEMP
Information about the instructional program	☐	☐	☐	☐
Information about students and families	☐	☐	☐	☐
Engagement of families in the instructional program	☐	☐	☐	☐
Component 4d: Participating in a Professional Community				
Elements:	UNSAT	BASIC	PROF	EXEMP
Relationships with colleagues	☐	☐	☐	☐
Involvement in a culture of professional inquiry	☐	☐	☐	☐
Service to the school	☐	☐	☐	☐
Participation in school and district projects	☐	☐	☐	☐
Component 4e: Growing and Developing Professionally				
Elements	UNSAT	BASIC	PROF	EXEMP
Enhancement of content knowledge and pedagogical skill	☐	☐	☐	☐
Receptivity to feedback from colleagues	☐	☐	☐	☐
Service to profession	☐	☐	☐	☐
Component 4f: Showing Professionalism				
Elements:	UNSAT	BASIC	PROF	EXEMP
Integrity and ethical conduct	☐	☐	☐	☐
Service to students and parents	☐	☐	☐	☐
Advocacy	☐	☐	☐	☐
Decision making	☐	☐	☐	☐
Compliance with school and district regulations	☐	☐	☐	☐

Evidences and Artifacts

Tally of All Element Ratings			
Elements Rated Exemplary		Elements Rated Proficient	
Elements Rated Basic		Elements Rated Unsatisfactory	

Overall Rating			
Exemplary		Basic	
Proficient		Unsatisfactory	

Evaluator Comments:

Employee Comments:

Statement: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation and will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

GALENA CITY SCHOOL DISTRICT

Position: I.D.E.A. Site Administrator **Location:** I.D.E.A. Field Office

Reports to: Director of I.D.E.A. **Classification:** Certified

Work Year: 220 days **Salary:** DOE

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the Site Administrator is responsible for the overall operation of the IDEA Office and the program. In addition, the Site Administrator is also responsible for assisting the homeschooling parents in the enrollment of students and access to available resources. The goal of this is to balance the staff loads at all field offices and to make changes in the student management and accounting systems to track educational progress and overall management of the program.

Qualification Requirements:

- Alaska Teacher Certificate and Type B Administrator Certificate required.
- Three years of administrative experience preferred.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Knowledge of Home Schooling movement and Distance Education models preferred.
- Such other alternatives as the Board may find appropriate and acceptable.

PERFORMANCE RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Supervise and evaluate IDEA Field Office operations and staff.
2. Regularly contact assigned families (once a month minimum).
3. Assist families as requested with miscellaneous needs (curriculum advice, research subject matter questions, finding scholarships, writing Individual Learning Plans, financial forms, IDEA timelines, etc.)
4. Evaluate and process paperwork in a timely manner (ILP's, ILP Amendments, PR's, HS Evaluations, Work samples, etc.)
5. Plan and administer standardized testing; provide prep workshops for testing
6. Develop and present a minimum of two workshops each year
7. Sponsor, plan and prepare events (science fair, graduation, spelling bee, battle of the books, etc.)
8. Respond to email in a timely manner, communicate with families and staff frequently with email
9. Maintain teacher contact notes in data base
10. Assist walk-in families and cover for staff on vacation
11. Assist families with high school planning and monitor progress toward graduation as needed
12. Review high school transcripts for accuracy
13. Other duties as assigned

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

Galena City School District
IDEA Contact Teacher/Site Admin
End of Year Evaluation

Educator Name: _____

Position: _____

Evaluator Name: _____

Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improve performance. It is the Goal of this evaluation to effect continually increasing professional excellence. The Charlotte Danielson domains and methodology are utilized as the foundation of this evaluation tool.

Elements within domains one through four will be counted individually to determine the number of elements rated exemplary, proficient, basic and unsatisfactory. An educators overall rating will be based on the following methodology:

- Exemplary: An educator should receive an overall rating of exemplary if the educator has received exemplary ratings in at least half of the elements, with the remaining elements rated no lower than proficient.
- Proficient: A educator should receive an overall rating of proficient if the educator received no more than one element rated basic, with the remaining elements rated proficient or exemplary.
- Basic: A educator should receive an overall rating of basic if the educator received no unsatisfactory element rating and two or more elements rated basic.
- Unsatisfactory: A educator should receive an overall rating of unsatisfactory if any one element is rated unsatisfactory.

The educator must provide evidences/artifacts in order for any element to possibly be rated exemplary. Without evidences and artifacts, the highest rating an educator can receive in each element is proficient. Providing artifacts and evidences is no guarante of an exemplary element rating.

Domain 1: Planning and Preparation

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

Elements	UNSAT	BASIC	PROF	EXEMP
Knowledge of content and the structure of the discipline			_	
Knowledge of prerequisite relationships	_			
Knowledge of content-related pedagogy	_		_	

Component 1b: Demonstrating Knowledge of Students Elements:	UNSAT	BASIC	PROF	EXEMP
Knowledge of child and adolescent development				
Knowledge of the learning process				
Knowledge of students' skills, knowledge and language				
Knowledge of students' interests and cultural heritage				
Knowledge of students' special needs				

Component 1d: *Demonstrating Knowledge of Resources* Elements:	UNSAT	BASIC	PROF	EXEMP
Resources for educational use				
Resources to extend content knowledge and pedagogy				
Resources for Students and Parents				

Domain 1 IDEA Site Administrator Only:				
Elements	UNSAT	BASIC	PROF	EXEMP
Supporting the development of a climate of high expectations for student learning and staff performance				
Demonstrating knowledge of current major curriculum design models, including standards-based curriculum				
Leading or facilitating the development of formative assessments, individual student learning plans, progress monitoring approaches, Intervention team meetings, data team meetings, or similarly focused staff activities				
Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities				
Facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance				
Observing teachers frequently and providing the teacher with effective coaching and feedback				

Domain 1: Evidences and Artifacts

Domain 2: The Classroom Environment				
Component 2a: *Creating an Environment of Respect and Rapport*				
Elements:	UNSAT	BASIC	PROF	EXEMP
Teacher interaction with students and parents				
Component 2b: *Establishing a Culture for Learning*				
Element	UNSAT	BASIC	PROF	EXEMP
Importance of the content				
Expectations for learning and achievement				
Student pride in work				
Domain 2 IDEA Site Administrator Only:				
Elements	UNSAT	BASIC	PROF	EXEMP
Supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate both collegial and hierarchical models				
Working with faculty and staff to identify individual and group professional development needs and to design appropriate staff development opportunities				
Evaluating staff for the purpose of making recommendations about retention and promotion				
Participating in the hiring of new staff based upon needs of the school and district priorities				
Domain 2: Evidences and Artifacts				

Domain 3: Instruction

Component 3a: Communicating with Students and Parents

Elements:	UNSAT	BASIC	PROF	EXEMP
Expectations for learning				
Directions and procedures				
Explanations of content				
Use of oral and written language				

Component 3d: Using Assessments in Instruction

Elements:	UNSAT	BASIC	PROF	EXEMP
Assessment criteria				
Monitoring of student learning				
Feedback to students and parents				

Component 3e: Demonstrating Flexibility and Responsiveness

Elements	UNSAT	BASIC	PROF	EXEMP
Lesson adjustment				
Response to students and parents				
Persistence				

Domain 3 IDEA Site Administrator Only:	UNSAT	BASIC	PROF	EXEMP
Developing tools and processes to gather needed information from students, staff, and the community				
Using information to determine whether student, school, or program goals have been met and implementing changes when appropriate				
Interpreting assessment information and evaluation for others				
Relating programs to desired standards or goals				

Domain 3: Evidences and Artifacts

Domain 4: Professional Responsibilities				
Component 4b: Maintaining Accurate Records				
Elements	UNSAT	BASIC	PROF	EXEMP
Student completion of assignments				
Student progress in learning				
Maintaining instructional records				
Component 4c: Communicating with families				
Elements	UNSAT	BASIC	PROF	EXEMP
Information about the instructional program				
Information about students and families				
Engagement of families in the instructional program				
Component 4d: *Participating in a Professional Community*				
Elements:	UNSAT	BASIC	PROF	EXEMP
Relationships with colleagues				
Involvement in a culture of professional inquiry				
Service to the school				
Participation in school and district projects				
Component 4e: Growing and developing professionally				
Elements	UNSAT	BASIC	PROF	EXEMP
Enhancement of content knowledge and pedigogical skill				
Receptivity to feedback from colleagues				
Service to profession				
Component 4f: *Showing Professionalism*				
Elements:	UNSAT	BASIC	PROF	EXEMP
Integrity and ethical conduct				
Service to students and parents				
Advocacy				
Decision making				
Compliance with school and district regulations				
Domain 4 IDEA Site Administrator Only:	UNSAT	BASIC	PROF	EXEMP
Acting in accordance with federal and state statutes, regulations, and other laws				
Board policies are implemented and adhered to				
Administering contracts and financial accounts responsibly, accurately, efficiently, and effectively				
Confidentiality of school records are adhered to				
Holds all school staff accountable to personal and professional code of ethics				

Domain 4: Evidences and Artifacts

Tally of All Element Ratings			
Elements Rated Exemplary		Elements Rated Proficient	
Elements Rated Basic		Elements Rated Unsatisfactory	
Overall Rating			
Exemplary		Basic	
Proficient		Unsatisfactory	

Evaluator Comments:

Employee Comments:

Statement: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation and will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

GALENA CITY SCHOOL DISTRICT

Position: iGrad Coach

Location: IDEA Field Office

Reports to: iGrad Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 7

Summary or Purpose:

To assist IDEA staff working with our dropout recovery program called iGrad.

Qualification Requirements:

- High School diploma
- Positive attitude
- Strong verbal communication skills
- Strong work ethic
- Strong clerical skills
- Strong computer skills
- Experience with diverse cultures and socio-economic backgrounds (preferred)
- Demonstrates excellent customer service skills
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Interview prospective students and track students through the enrollment process.
2. Create, maintain and archive accounts for students in all regularly used diagnostic and course provider websites.
3. Assist teachers and collaborate with the team at large on varied needs and projects.
4. Directly monitor student progress during probationary and regular enrollment.
5. Assist students with miscellaneous needs, including answering basic questions, relaying information, offering accesscodes, finding resources and providing encouragement.
6. Assist with the tracking of textbook inventory and online course seats, tracking of expenditures, and the ordering of materials.
7. Provide adequate documentation for student contact using PowerSchool, spreadsheets, email and network drives.
8. Collaborate in grading student work, as well as processing and filing documents.
9. Exhaust contact options with the goal of reaching 10 students per day.
10. Manage time effectively; remain organized; show attention to detail.
11. Other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

iGrad Coach

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Interview prospective students and track students through the enrollment process.	☐	☐	☐
Create, maintain and archive accounts for students in all regularly used diagnostic and course provider websites.	☐	☐	☐
Assist teachers and collaborate with the team at large on varied needs and projects.	☐	☐	☐
Directly monitor student progress during probationary and regular enrollment.	☐	☐	☐
Assist students with miscellaneous needs, including answering basic questions, relaying information, offering access codes, finding resources and providing encouragement.	☐	☐	☐
Assist with the tracking of textbook inventory and online course seats, tracking of expenditures, and the ordering of materials.	☐	☐	☐
Provide adequate documentation for student contact using PowerSchool, spreadsheets, email and network drives.	☐	☐	☐
Collaborate in grading student work, as well as processing and filing documents.	☐	☐	☐
Exhaust contact options with the goal of reaching 10 students per day.	☐	☐	☐
Manage time effectively; remain organized; show attention to detail.	☐	☐	☐
Other duties as assigned.	☐	☐	☐

Evaluator's Comments:

iGrad Coach Comments:

The signatures below indicate that the iGrad Coach and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

iGrad Coach Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Librarian

Location: TBD

Reports to: Principal / Director

Classification: Certified

Work Year: 200 days

Salary: GEA Agreement

Summary or Purpose:

To provide all students with an enriched library environment containing a wide variety of instructional materials that will invite intellectual growth, and to aid all students in acquiring the skills needed to take full advantage of library resources.

Qualification Requirements:

- Alaska teaching certificate
- Certification or degree in library science
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Develops/modifies staff development programs and materials to meet specific district needs related to the instructional use of the library services.
2. Provides consultation to district administration and teachers on planning and implementing curriculum with available resources integrated.
3. Assists in staff development, completing needs assessments, preparing teacher resources, and logging district publications.
4. Provides liaison with IDEA library services.
5. Coordinates and manages the Information Support, including assessing district's educational library needs, implementing program services, and monitoring and evaluating services delivery.
6. Provides supervision of staff working and implementing services at the two Galena sites.
7. Communicates information about the district's library services and research.
8. Monitors the operating budgets for the Library Support Programs.
9. Participates in Technology training and serves as a liaison with other departments.
10. Participates in teacher training to support improved instructional practices, which includes attendance at site support meetings as needed.
11. Manages assigned library-related grants, including identifying needs, writing grant proposals, and monitoring grant implementation.
12. Determines that library purchases adhere to school district purchasing policies.
13. Develops a software implementation process.
14. Organizes and supervises the Galena library materials accounting.
15. Reviews and guides library acquisition procedures and plans.
16. Establishes library services training program.
17. Supervises technical assistance on library services applications.
18. Provides student instructions relating to using library services.
19. Acts as the district's library liaison to the community.
20. Updates Personal library knowledge and skills.
21. Assists with procurement of educational materials for project promotion, services, troubleshooting, staff development, student class coordination, and other student learning services.
22. Determines library needs and requests materials and equipment. Keeps libraries in clean and safe profiles.
23. Directs long-range library planning.
24. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Librarian

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Develops/modifies staff development programs and materials to meet specific district needs related to the instructional use of the library services.	☐	☐	☐
Provides consultation to district administration and teachers on planning and implementing curriculum with available resources integrated.	☐	☐	☐
Assists in staff development, completing needs assessments, preparing teacher resources, and logging district publications.	☐	☐	☐
Provides liaison with IDEA library services.	☐	☐	☐
Coordinates and manages the Information Support, including assessing district's educational library needs, implementing program services, and monitoring and evaluating services delivery.	☐	☐	☐
Provides supervision of staff working and implementing services at the two Galena sites.	☐	☐	☐
Communicates information about the district's library services and research.	☐	☐	☐
Monitors the operating budgets for the Library Support Programs.	☐	☐	☐
Participates in Technology training and serves as a liaison with other departments.	☐	☐	☐
Participates in teacher training to support improved instructional practices, which includes attendance at site support meetings as needed.	☐	☐	☐
Manages assigned library-related grants, including identifying needs, writing grant proposals, and monitoring grant implementation.	☐	☐	☐
Determines that library purchases adhere to school district purchasing policies.	☐	☐	☐
Develops a software implementation process.	☐	☐	☐
Organizes and supervises the Galena library materials accounting.	☐	☐	☐
Reviews and guides library acquisition procedures and plans.	☐	☐	☐
Establishes library services training program.	☐	☐	☐
Supervises technical assistance on library services applications.	☐	☐	☐
Provides student instructions relating to using library services.	☐	☐	☐
Acts as the district's library liaison to the community.	☐	☐	☐
Updates Personal library knowledge and skills.	☐	☐	☐
Assists with procurement of educational materials for project promotion, services, troubleshooting, staff development, student class coordination, and other student learning services.	☐	☐	☐
Determines library needs and requests materials and equipment. Keeps libraries in clean and safe profiles.	☐	☐	☐
Directs long-range library planning.	☐	☐	☐

Evaluator's Comments:

Librarian's Comments:

The signatures below indicate that the Librarian and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Librarian's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Library Aide

Location: TBD

Reports to: Librarian

Classification: Classified

Work Year: School Term – part time.

Salary: Range 4

Summary or Purpose:

To assist Librarian in maintaining the library as a learning resource.

Qualification Requirements:

- High School Education
- Demonstrable Computer Skills
- Excellent Clerical Skills
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Circulates books using Follett system.
2. Processes new books and materials.
3. Tracks interlibrary loan requests.
4. Assists students and staff in locating materials.
5. Performs other duties as required.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Library Aide

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Circulates books using Follett system.	☐	☐	☐
Processes new books and materials.	☐	☐	☐
Tracks interlibrary loan requests.	☐	☐	☐
Assists students and staff in locating materials.	☐	☐	☐

Evaluator's Comments:

Library Aide's Comments:

The signatures below indicate that the Library Aide and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Library Aide's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Maintenance I, II, III

Location: TBD

Reports to: Director of Maintenance

Classification: Classified

Work Year: 260 days

Salary: Range 15, 19, 21

Summary or Purpose:

To maintain the physical school plant in a condition of operating excellence so that full educational use of it may be made at all times.

Qualification Requirements:

- Training and experience in construction trades. (plumbing, electrical, welding, carpentry)
- Demonstrated aptitude or competence for assigned responsibilities.
- Alaska Driver's License
- Experience using a variety of tools and equipment
- Strong written, verbal and interpersonal skills required.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Additional requirements

- (Demonstrated mastery in one skill area) Range 15
- (Demonstrated mastery in two skill areas) Range 19
- (Demonstrated mastery in three skill areas) Range 21

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Examine school buildings on a regular basis for needed repairs and maintenance.
2. Assist in setting priorities on repair projects.
3. Be conservative toward repair of projects in terms of labor and material.
4. Complete assigned maintenance work such as replacing worn switches, defective wiring, pumps, belts, plumbing fixtures and repairing windows, walls and ceilings.
5. Lay out, inspect work, and assist crew members as assigned or directed.
6. Deal with emergency repair problems with efficiency.
7. Prepare estimates of work to be done, materials necessary, and labor required.
8. Request materials as needed and make recommendations of supplies and equipment for purchase through Director of Maintenance or designee.
9. Complete preventive maintenance work orders in a timely fashion.
10. Maintain such personnel and other records as are required.
11. Assist in training all workers as necessary in the maintenance program.
12. Obtain and maintain Alaska CDL and/or working on Bus Driver Endorsement
13. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Maintenance I, II, III

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Examine school buildings on a regular basis for needed repairs and maintenance.	☐	☐	☐
Assist in setting priorities on repair projects.	☐	☐	☐
Be conservative toward repair of projects in terms of labor and material.	☐	☐	☐
Complete assigned maintenance work such as replacing worn switches, defective wiring, pumps, belts, plumbing fixtures and repairing windows, walls and ceilings.	☐	☐	☐
Lay out, inspect work, and assist crew members as assigned or directed.	☐	☐	☐
Deal with emergency repair problems with efficiency.	☐	☐	☐
Prepare estimates of work to be done, materials necessary, and labor required.	☐	☐	☐
Request materials as needed and make recommendations of supplies and equipment for purchase through maintenance director or designee.	☐	☐	☐
Complete preventive maintenance work orders in a timely fashion.	☐	☐	☐
Consult with building principals regarding the establishment of regular preventive maintenance programs.	☐	☐	☐
Maintain such personnel and other records as are required.	☐	☐	☐
Assist in training all workers necessary in the maintenance program.	☐	☐	☐
Obtain and maintain Alaska CDL and/or working on Bus Driver Endorsement	☐	☐	☐
Perform other duties as assigned.	☐	☐	☐

Evaluator's Comments:

Maintenance I, II, III's Comments:

The signatures below indicate that the Maintenance I, II, III and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Maintenance I, II, III's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Ordering Department Coordinator (IDEA)
Location: IDEA. Business Office
Reports to: Business Office Supervisor (IDEA)
Classification: Classified

Work Year: 260 days
Salary: DOE

Summary or Purpose:

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent of Schools or designee, the Ordering Department Coordinator is primarily responsible for overseeing ordering, reimbursement and guided instruction departments. This person coordinates all expenditures made from family allotments within the guidelines set by the Galena School District.

Qualification Requirements:

- Minimum Education –High School Diploma (Bachelor Degree preferred)
- Previous Supervisory Experience preferred.
- Previous accounting/bookkeeping experience.
- Positive Interpersonal Skills.
- Strong Clerical Skills.
- Demonstrated Computer Skills.
- Knowledge of Home Schooling or Education models preferred.
- Such other qualifications as the administration may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Maintains a professional dress code.
2. Must be punctual.
3. Supervise ordering, reimbursement, and guided instruction personnel.
4. Manage the processing of curriculum orders and reimbursements for families enrolled in the program.
5. Manage the process of special requests for families enrolled in the program.
6. Manage the process of lesson requests for families enrolled in the program.
7. Resolve discrepancies in allotment request and notify families and staff as needed.
8. Fill in, as needed for any absent person that this position supervises.
9. Maintain a financial filing system.
10. Maintain daily synchronization and updates for ordering database.
11. Respond to phone calls and e-mail in a timely manner.
12. Assist Director and other GCSD Personnel in special projects (i.e. Curriculum Fairs, Graduation, etc).
13. Travel to other IDEA locations as needed.
14. Other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Ordering Department Coordinator (I.D.E.A.)

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Maintains a professional dress code.	☐	☐	☐
Must be punctual.	☐	☐	☐
Supervise ordering, reimbursement, and guided instruction personnel.	☐	☐	☐
Manage the processing of curriculum orders and reimbursements for families enrolled in the program.	☐	☐	☐
Manage the process of special requests for families enrolled in the program.	☐	☐	☐
Manage the process of lesson requests for families enrolled in the program.	☐	☐	☐
Resolve discrepancies in allotment request and notify families and staff as needed.	☐	☐	☐
Fill in, as needed for any absent person that this position supervises.	☐	☐	☐
Maintain a financial filing system.	☐	☐	☐
Maintain daily synchronization and updates for ordering database.	☐	☐	☐
Respond to phone calls and e-mail in a timely manner.	☐	☐	☐
Assist Director and other GCSD Personnel in special projects (i.e. Curriculum Fairs, Graduation, etc).	☐	☐	☐
Travel to other IDEA locations as needed	☐	☐	☐

Evaluator's Comments:

I.D.E.A. Ordering Department Coordinator's Comments:

The signatures below indicate that the I.D.E.A. Ordering Department Coordinator and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

I.D.E.A. Ordering Department Coordinator's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Receptionist / Secretary

Location: Field Office

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 7

Summary or Purpose:

To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

Qualification Requirements:

- High school diploma.
- Strong background in customer service.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Perform usual office routines.
2. Process all mail.
3 Receive and route all incoming calls.
4. Maintain a daily status of available staff.
5. Assist contact teachers in preparing instructional materials as requested.
6. Operate word processors, computers, calculators, copiers, and facsimile machines.
7. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Receptionist / Secretary

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Perform usual office routines.	☐	☐	☐
Process all mail.	☐	☐	☐
Receive and route all incoming calls.	☐	☐	☐
Maintain a daily status of available staff.	☐	☐	☐
Assist contact teachers in preparing instructional materials as requested.	☐	☐	☐
Operate word processors, computers, calculators, copiers, and facsimile machines.	☐	☐	☐

Evaluator's Comments:

Receptionist/Secretary's Comments:

The signatures below indicate that the Receptionist/Secretary and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Receptionist/Secretary's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Registrar

Location: TBD

Reports to: Site Administrator

Classification: Classified

Work Year: School term

Salary: Range 8

Summary or Purpose:

To assure the accurate and efficient entry of school records.

Qualification Requirements:

- High School diploma required; Bachelor Degree preferred.
- Positive interpersonal skills.
- Strong clerical skills.
- Demonstrated computer skills.
- Knowledge of Home Schooling or Education models preferred.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Must have strong ability to multitask and excellent attention to detail.
2. Request, log, and update transcripts and other records of incoming students on Power School.
3. Assist in paperwork processing from student enrollment.
4. Initiate and maintain withdrawal records and monitor cumulative files.
5. Prepare an annual report of transfers and withdrawals, indicating the reason for each student's withdrawal from the district.
6. Maintain records of grades and absences for each student's permanent file.
7. Transcript and graduation preparation.
8. Assist teachers with student record request.
9. Assist Director, Business Office Supervisor, and/or local field representative with special projects such as graduation, curriculum fair.
10. Assist in responding for information about students from parents, colleges, prospective employers, and similar individuals or agencies with legitimate interests.
11. Assist with the Early Graduation record keeping.
12. Assist school counselor with generating student honor roll and class rank reports.
13. Prepare court ordered student records request.
14. Respond promptly to families and staff via e-mail and phone.
15. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Registrar

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Must have strong ability to multitask and excellent attention to detail.	☐	☐	☐
Request, log, and update transcripts and other records of incoming students on Power School.	☐	☐	☐
Assist in paperwork processing from student enrollment.	☐	☐	☐
Initiate and maintain withdrawal records and monitor cumulative files.	☐	☐	☐
Prepare an annual report of transfers and withdrawals, indicating the reason for each student's withdrawal from the district.	☐	☐	☐
Maintain records of grades and absences for each student's permanent file.	☐	☐	☐
Transcript and graduation preparation.	☐	☐	☐
Assist teachers with student record request.	☐	☐	☐
Assist Director, Business Office Supervisor, and/or local field representative with special projects such as graduation, curriculum fair.	☐	☐	☐
Assist in responding for information about students from parents, colleges, prospective employers, and similar individuals or agencies with legitimate interests.	☐	☐	☐
Assist with the Early Graduation record keeping.	☐	☐	☐
Assist school counselor with generating student honor roll and class rank reports.	☐	☐	☐
Prepare court ordered student records request.	☐	☐	☐
Respond promptly to families and staff via e-mail and phone.	☐	☐	☐

Evaluator's Comments:

Registrar's Comments:

The signatures below indicate that the Registrar and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Registrar's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Residence Advisor - Programming

Location: GILA

Reports to: Residence Life Administrator

Classification: Classified

Work Year: School Term

Salary: Range 11

Summary or Purpose:

The Resident Advisor - Programming position at Galena Interior Learning Academy is a full time professional position that provides leadership and support to the other residence life staff while still interacting daily with our 230 high school boarding students. The Resident Advisor - Programming position fulfills a variety of roles in the residence hall such as supporting the Resident Advisors through scheduling, logistics, administrative tasks, enforcing the code of conduct, student meetings, and other jobs as assigned and needed by the program. Additionally this position is a part of the Medical team which oversees the distribution of student medication and daily care for ill students. Applicants should have a passion and/or interested in working with young adults especially rural Alaska natives. Previous collegiate residence life experience is a significant plus. Room and board is provided by GCSD for this position while school is in session.

Qualification Requirements:

- Bachelor's degree required.
- Degree or coursework in student affairs, human services or a social science field preferred.
- One year of experience working with high-school students preferred.
- One year of experience working in residential life preferred.
- Must be at least 21.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Working cooperatively with the Residence Life staff to maintain a structured, supportive, living and learning environment within the residence hall, and to develop a strong sense of community.
2. Managing student behavior and taking disciplinary action to enforce the GILA code of conduct.
3. Maintaining complete documentation of behavioral, health-related, and other incidents as they occur.
4. Working to build positive assets in each resident during their stay in the residence hall.
5. Serving as a mentor and positive role model to all student residents of the residence hall.
6. Designing, preparing, and supervising daily student programming, collaborating with the Residence Life staff and utilizing their strengths and talents when possible to vary the activities.
7. Completing formal program proposal and evaluation forms for programs, tracking staff programs
8. Working with administration and community members to coordinate student involvement in campus-wide activities.
9. Maintaining detailed attendance records and keeping other programming-related files
10. Maintaining Craft Room supplies, recreational materials, and sporting goods.
11. Designing a common area bulletin board/passive program monthly
12. Attending Hall Council meetings to solicit student programming ideas and interests.
13. Attending weekly Residence Life staff meetings
14. Submitting formal, typed weekly programming reports to Residence Life Administration.
15. Meeting monthly with Residence Life Administrator.
16. Helping with distribution of student medication
17. On call responsibilities as part of the medical team
18. Completing any other tasks necessary to achieve the objectives of the Residence Life staff and the GILA administration, as outlined in the Residence Life Staff Expectations or as deemed necessary by a supervisor.
19. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Residence Advisor - Programming

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Working cooperatively with the Residence Life staff to maintain a structured, supportive, living and learning environment within the residence hall, and to develop a strong sense of community.	☐	☐	☐
Managing student behavior and taking disciplinary action to enforce the GILA code of conduct.	☐	☐	☐
Maintaining complete documentation of behavioral, health-related, and other incidents as they occur.	☐	☐	☐
Working to build positive assets in each resident during their stay in the residence hall.	☐	☐	☐
Serving as a mentor and positive role model to all student residents of the residence hall.	☐	☐	☐
Designing, preparing, and supervising daily student programming, collaborating with the Residence Life staff and utilizing their strengths and talents when possible to vary the activities.	☐	☐	☐
Completing formal program proposal and evaluation forms for programs, tracking staff programs	☐	☐	☐
Working with administration and community members to coordinate student involvement in campus-wide activities.	☐	☐	☐
Maintaining detailed attendance records and keeping other programming-related files	☐	☐	☐
Maintaining Craft Room supplies, recreational materials, and sporting goods.	☐	☐	☐
Designing a common area bulletin board/passive program monthly	☐	☐	☐
Attending Hall Council meetings to solicit student programming ideas and interests.	☐	☐	☐
Attending weekly Residence Life staff meetings	☐	☐	☐
Submitting formal, typed weekly programming reports to Residence Life Administration.	☐	☐	☐
Meeting monthly with Residence Life Administrator.	☐	☐	☐
Helping with distribution of student medication	☐	☐	☐
On call responsibilities as part of the medical team.	☐	☐	☐
Completing any other tasks necessary to achieve the objectives of the Residence Life staff and the GILA administration, as outlined in the Residence Life Staff Expectations or as deemed necessary by a supervisor.	☐	☐	☐

Evaluator’s Comments:

Residence Advisor's Comments:

The signatures below indicate that the Residence Advisor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator’s Signature _____ Date _____

Residence Advisor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Residence Hall Administrator

Location: GILA Dorm

Reports to: Director of Residence Life

Classification: Classified

Work Year: 210 days

Salary: DOE

Summary or Purpose:

Supervise student and personnel functions in the GILA Residential School dormitory; provide clean and sanitary living conditions for occupants, and work and live within the guidelines of the Galena City Schools Board Policy.

Qualification Requirements:

- Bachelors Degree demonstrating professional training.
- Successful experience working in a student dormitory situation.
- Successful experience supervising work schedules and personnel.
- Student services background in education or recreational functions.
- No prior arrests and convictions.
- Abilities as a team builder and organization leader.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Share with the principal the responsibility for protecting the health and welfare of students.
2. Oversee all matters of student dorm life.
3. Counsel individual students and, when necessary, make appropriate referrals for guidance and counseling.
4. Administer the recreational and activities schedules for student dorm life during non-class hours.
5. Confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.
6. Resolve all discipline problems in a fair and just manner, and maintain records of any disciplinary action taken in accordance with due process from the Galena City Schools District Policy.
7. Supervise all registration and assignments of rooms, duties, scheduling, and discipline of staff and students in the dorm.
8. Participate in the coordination, implementation and supervision of co-curricular and interschool activities.
9. Assist in the interpretation of school and district programs, policies, and procedures to students, parents, staff, and community.
10. Work with community and government agencies on problems relating to drug abuse and truancy from school.
11. Develop and administer practices dealing with campus control and security.
12. General supervision responsibility for student dorm activities, programs, and orientation.
13. Promote and hold pre-service and in-service education training for dorm staff.
14. Supervise and coordinate the ordering and use of materials needs for dorm operations.
15. Participate in the screening, interview, application, and background checks making recommendations with the Assistant Superintendent for all new dorm employees.
16. Organize a corps of substitute dorm workers for employee absences.
17. Supervise and evaluate all staff serving the dorm.
18. Attend regular meeting of the Residence Life Director's staff and serve actively to improve communication, cooperation, and planning.

19. Keep the Director of Residence Life and the GILA's principal informed of the dorms activities and problems.
20. Supervise the maintenance of all required building records and reports.
21. Provide for adequate inventories of school property and for the security and accountability for that property.
22. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Residence Hall Administrator

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Share with the principal the responsibility for protecting the health and welfare of students.	☐	☐	☐
Oversee all matters of student dorm life.	☐	☐	☐
Counsel individual students and, when necessary, make appropriate referrals for guidance and counseling.	☐	☐	☐
Administer the recreational and activities schedules for student dorm life during non class hours.	☐	☐	☐
Confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.	☐	☐	☐
Resolve all discipline problems in a fair and just manner, and maintain records of any disciplinary action taken in accordance with due process from the Galena City Schools District Policy.	☐	☐	☐
Supervise all registration and assignments of rooms, duties, scheduling, and discipline of staff and students in the dorm.	☐	☐	☐
Participate in the coordination, implementation and supervision of co-curricular and interschool activities.	☐	☐	☐
Assist in the interpretation of school and district programs, policies, and procedures to students, parents, staff, and community.	☐	☐	☐
Work with community and government agencies on problems relating to drug abuse and truancy from school.	☐	☐	☐
Develop and administer practices dealing with campus control and security.	☐	☐	☐
General supervision responsibility for student dorm activities, programs, and orientation.	☐	☐	☐
Promote and hold pre-service and in-service education training for dorm staff.	☐	☐	☐
Supervise and coordinate the ordering and use of materials needs for dorm operations.	☐	☐	☐
Participate in the screening, interview, application, and background checks making recommendations with the Assistant Superintendent for all new dorm employees.	☐	☐	☐
Organize a corps of substitute dorm workers for employee absences.	☐	☐	☐
Supervise and evaluate all staff serving the dorm.	☐	☐	☐
Attend regular meeting of the Residence Life Director's staff and serve actively to improve communication, cooperation, and planning.	☐	☐	☐
Keep the Director of Residence Life and the GILA's principal informed of the dorms activities and problems.	☐	☐	☐
Supervise the maintenance of all required building records and reports.	☐	☐	☐
Provide for adequate inventories of school property and for the security and accountability for that property.	☐	☐	☐

Evaluator's Comments:

Residence Hall Administrator's Comments:

The signatures below indicate that the Residence Hall Administrator and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Residence Hall Administrator's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Residence Life Counselor

Location: GILA Dorm

Reports to: Director of Residence Life

Classification: Classified

Work Year: School Term

Salary: DOE

Summary or Purpose:

The Residence Life Counselors play a pivotal role at Galena Interior Learning Academy (GILA) supporting the 230 high school boarding students at their home in the residence hall. Working collaboratively with other residence life staff to identify students who either require or could benefit from counseling, the Residence Life Counselor works to provide services to our student body. The Residence Life Counselor also is on-call for behavioral emergencies that require intervention and will coordinate with local behavioral health professions in Galena and in Alaska at large. Room and board is provided by GCSD for this position while school is in session.

Qualification Requirements:

- Master's Degree in Counseling, Social Work or School Counseling.
- Experience in both Personal counseling and working with teenagers required.
- Demonstrated training and experience in substance abuse, anger management, grief, and depression counseling preferred.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Work cooperatively with the Residence Life staff, GILA counselor and GILA administrative team to maintain a structured, supportive, living and learning environment within the residence halls, and to develop a strong sense of community.
2. Providing Personal counseling to secondary and postsecondary GILA students.
3. Facilitating appropriate group therapy as needed.
4. Facilitating regular developmental programming and Personal growth activities to students.
5. Maintaining complete documentation of counseling sessions and student wellness observations and interventions.
6. Providing on-call services for crisis management needs outside of the scheduled work week. Fulfilling Crisis Response Team duties as needed.
7. Attending administrative team meetings and residence life staff meetings.
8. Serving as the liaison between GILA and Yukon-Koyukuk Mental Health Services, facilitating referrals and obtaining appropriate documentation and consent from parents.
9. Assist in providing career, vocational, and higher education guidance to secondary and post postsecondary students.
10. Serving as a mentor and positive role model to all student residents of the residence halls.
11. Communicating with appropriate school and residence live staff in the interests of individual student safety and behavioral supervision needs.
12. Fulfilling a flexible schedule that may sometimes include a Saturday or Sunday in the 40-hour scheduled work week.
13. Facilitating mental health-related in-service sessions for GILA staff as requested.
14. Ensuring that residents adhere to residence hall policies and schedules, enforcing the GILA Code of Conduct.
15. Completing any other tasks necessary to achieve the objectives of the residence life staff and the GILA administration.
16. Other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Residence Life Counselor

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Work cooperatively with the Residence Life staff, GILA counselor and GILA administrative team to maintain a structured, supportive, living and learning environment within the residence halls, and to develop a strong sense of community.	☐	☐	☐
Providing Personal counseling to secondary and postsecondary GILA students.	☐	☐	☐
Facilitating appropriate group therapy as needed.	☐	☐	☐
Facilitating regular developmental programming and Personal growth activities to students.	☐	☐	☐
Maintaining complete documentation of counseling sessions and student wellness observations and interventions.	☐	☐	☐
Providing on-call services for crisis management needs outside of the scheduled work week. Fulfilling Crisis Response Team duties as needed.	☐	☐	☐
Attending administrative team meetings and residence life staff meetings.	☐	☐	☐
Serving as the liaison between GILA and Yukon-Koyukuk Mental Health Services, facilitating referrals and obtaining appropriate documentation and consent from parents.	☐	☐	☐
Assist in providing career, vocational, and higher education guidance to secondary and post postsecondary students.	☐	☐	☐
Serving as a mentor and positive role model to all student residents of the residence halls.	☐	☐	☐
Communicating with appropriate school and residence live staff in the interests of individual student safety and behavioral supervision needs	☐	☐	☐
Fulfilling a flexible schedule that may sometimes include a Saturday or Sunday in the 40-hour scheduled work week.	☐	☐	☐
Facilitating mental health-related in-service sessions for GILA staff as requested.	☐	☐	☐
Ensuring that residents adhere to residence hall policies and schedules, enforcing the GILA Code of Conduct.	☐	☐	☐
Completing any other tasks necessary to achieve the objectives of the residence life staff and the GILA administration	☐	☐	☐

Evaluator's Comments:

Residence Life Counselor's Comments:

The signatures below indicate that the Residence Life Counselor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Residence Life Counselor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Resident Advisor - Daytime

Location: GILA

Reports to: Residence Life Administrator

Classification: Classified

Work Year: School Term

Salary: Range 7

Summary or Purpose:

To assist in daytime operations of Ptarmigan Hall, including transporting students to appointments and enforcing community cleanliness standards through daily chore and room checks, in addition to upholding regular Resident Advisor responsibilities for assigned residents.

Qualification Requirements:

- Bachelor's Degree
- Must be 21 or older.
- Minimum of one year working with high-school students or experience in residence life.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Work cooperatively with the Residence Life staff in maintaining a structured, supportive, living and learning environment within the residence hall and to develop a strong sense of community.
2. Ensure that all students have left Ptarmigan Hall for school by 8:45 a.m., making wake-up as necessary.
3. Student medication administration before the school day.
4. Work with local and regional health providers to re-order student medication.
5. Maintain and check on sick rooms for students who stay home from school.
6. Perform all room inspections and chore checks during the school day.
7. Manage cleaning supply levels and ordering new materials when needed.
8. Transport students to daytime appointments as needed.
9. Work with Daytime Dorm Aide to make sure front desk is covered and work-related errands are accomplished during the school day.
10. Manage student behavior and take disciplinary action to enforce the GILA code of conduct.
11. Maintain complete documentation of behavioral, health-related, and other incidents as they occur.
12. Maintain close interpersonal contact with students, particularly assigned residents, make appropriate counsel, health, and academic referrals as needed.
13. Work to build positive assets in each resident during their stay in the residence hall.
14. Serve as a mentor and positive role model to all student residents of the residence hall.
15. Ensure that residents adhere to residence hall policies and daily schedules.
16. Attend weekly Residence Life staff meeting.
17. Submit formal, typed weekly report to the Residence Life Administrator.
18. Meet monthly with the Residence Life Administrator.
19. Complete any other tasks necessary to achieve the objective of the Residence Life Staff and the GILA administration.
20. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Resident Advisor - Daytime

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Work cooperatively with the Residence Life staff in maintaining a structured, supportive, living and learning environment within the residence hall and to develop a strong sense of community.	☐	☐	☐
Ensure that all students have left Ptarmigan Hall for school by 8:45 a.m., making wake-up as necessary.	☐	☐	☐
Student medication administration before the school day.	☐	☐	☐
Work with local and regional health providers to re-order student medication.	☐	☐	☐
Maintain and check on sick rooms for students who stay home from school.	☐	☐	☐
Perform all room inspections and chore checks during the school day.	☐	☐	☐
Manage cleaning supply levels and ordering new materials when needed.	☐	☐	☐
Transport students to daytime appointments as needed.	☐	☐	☐
Work with Daytime Dorm Aide to make sure front desk is covered and work-related errands are accomplished during the school day.	☐	☐	☐
Manage student behavior and take disciplinary action to enforce the GILA code of conduct.	☐	☐	☐
Maintain complete documentation of behavioral, health-related, and other incidents as they occur.	☐	☐	☐
Maintain close interpersonal contact with students, particularly assigned residents, make appropriate counsel, health, and academic referrals as needed.	☐	☐	☐
Work to build positive assets in each resident during their stay in the residence hall.	☐	☐	☐
Serve as a mentor and positive role model to all student residents of the residence hall.	☐	☐	☐
Ensure that residents adhere to residence hall policies and daily schedules	☐	☐	☐
Attend weekly Residence Life staff meeting.	☐	☐	☐
Submit formal, typed weekly report to the Residence Life Administrator.	☐	☐	☐
Meet monthly with the Residence Life Administrator.	☐	☐	☐
Complete any other tasks necessary to achieve the objective of the Residence Life Staff and the GILA administration.	☐	☐	☐
Perform other duties as assigned.	☐	☐	☐
Work cooperatively with the Residence Life staff in maintaining a structured, supportive, living and learning environment within the residence hall and to develop a strong sense of community.	☐	☐	☐

Evaluator's Comments:

Daytime Resident Advisor's Comments:

The signatures below indicate that the Daytime Resident Advisor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Daytime Resident Advisor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Resident Advisor

Location: GILA Dorm

Reports to: Residence Life Administrator

Classification: Classified

Work Year: School Term

Salary: Range 7

Summary or Purpose:

The Resident Advisor position at Galena Interior Learning Academy (GILA) is a full time professional position and works with high school boarding students. The Resident Advisors are the first and primary point of contact for our boarding school students. Each Resident Advisor is given a group of 18-25 students that they are responsible for checking in with on a regular basis. Resident Advisors communicate with parents and keep them updated on their student's progress while at GILA. Resident Advisors are also responsible for planning and overseeing daily, weekly, and monthly programs and activities that address the social-emotional needs of our students. Room and board is provided by GCSD for this position while school is in session.

Qualification Requirements:

- Bachelor's Degree preferred.
- One year of experience working with high-school students preferred.
- One year of experience working in residential life preferred.
- Must be at least 21.
- Such alternatives to the above qualifications that the Board would find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Work cooperatively with the Residence Life staff to maintain a structured, supportive, living and learning environment within the residence halls, and to develop a strong sense of community.
2. Manage student behavior and take disciplinary action to enforce the GILA code of conduct.
3. Maintain complete documentation of behavioral, health-related, and other incidents as they occur.
4. Maintain close interpersonal contact with students, make appropriate counseling, health, and academic referrals as needed.
5. Work to build positive assets in each resident during their stay in the residence hall.
6. Serve as a mentor and positive role model to all student residents of the residence hall.
7. Contribute to the design and implementation of daily student programming as established by the Resident Advisors - Programming.
8. Ensure that residents adhere to residence hall policies and daily schedules.
9. Contact the parents of each assigned resident monthly in writing to update them on the endeavors, behavior, well-being, and development of their child.
10. Design corridor bulletin boards and passive programming monthly.
11. Perform duty responsibilities on scheduled duty dates.
12. Attend bi-weekly Residence Life meetings.
13. Submit formal, typed weekly reports to the Residence Life Administrator.
14. Meet monthly with Residence Life Administrator.
15. Complete any other tasks necessary to achieve the objectives of the Residence Life staff and the GILA administration, as deemed necessary by the Residence Life Administrator.
16. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Resident Advisor

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Work cooperatively with the Residence Life staff to maintain a structured, supportive, living and learning environment within the residence halls, and to develop a strong sense of community.	☐	☐	☐
Manage student behavior and take disciplinary action to enforce the GILA code of conduct.	☐	☐	☐
Maintain complete documentation of behavioral, health-related, and other incidents as they occur.	☐	☐	☐
Maintain close interpersonal contact with students, make appropriate counseling, health, and academic referrals as needed.	☐	☐	☐
Work to build positive assets in each resident during their stay in the residence hall.	☐	☐	☐
Serve as a mentor and positive role model to all student residents of the residence hall.	☐	☐	☐
Contribute to the design and implementation of daily student programming as established by the programming coordinator.	☐	☐	☐
Ensure that residents adhere to residence hall policies and daily schedules.	☐	☐	☐
Contact the parents of each assigned resident monthly in writing to update them on the endeavors, behavior, well being, and development of their child.	☐	☐	☐
Design corridor bulletin boards and passive programming monthly.	☐	☐	☐
Perform duty responsibilities on scheduled duty dates.	☐	☐	☐
Attend weekly Residence Life meetings.	☐	☐	☐
Submit formal, typed weekly reports to the Residence Life Administrator.	☐	☐	☐
Meet monthly with Residence Life Administrator.	☐	☐	☐
Complete any other tasks necessary to achieve the objectives of the Residence Life staff and the GILA administration, as deemed necessary by the Residence Life Administrator.	☐	☐	☐

Evaluator's Comments:

Resident Advisor's Comments:

The signatures below indicate that the Resident Advisor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Resident Advisor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Resource Room Coordinator

Location: I.D.E.A. Field Office

Reports to: Site Administrator

Classification: Classified

Work Year: 260 days

Salary: Range 7

Summary or Purpose:

The Resource Room Coordinator is responsible for the organization and maintenance of the resource room. The resource room coordinator must also assist families and personnel in locating and lending necessary materials within the resource room.

Qualification Requirements:

- Minimum Education –High School Diploma
- Previous Library Experience preferred
- Positive Interpersonal Skills
- Strong Clerical Skills
- Demonstrate Computer Skills
- Knowledge of Home Schooling Education models preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Maintain a professional dress code.
2. Must be punctual.
3. Make visitors feel welcome and comfortable while in the resource room.
4. Assist staff and families in locating resources.
5. Maintain tracking of materials checked out of the resource room.
6. Complete appropriate paperwork for returned materials.
7. Manage items for sale in resource room (pricing, sorting, shelving materials, etc).
8. Maintain current library collection system.
9. Respond to phone calls, e-mails, communicator and webhelpdesk tickets in a timely manner; Communicate with families and staff.
10. Assisting Director and/or local field representative with special projects such as graduation, curriculum fair.
11. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Resource Room Coordinator

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Maintain a professional dress code.	☐	☐	☐
Must be punctual.	☐	☐	☐
Make visitors feel welcome and comfortable while in the resource room.	☐	☐	☐
Assist staff and families in locating resources.	☐	☐	☐
Maintain tracking of materials checked out of the resource room.	☐	☐	☐
Complete appropriate paperwork for returned materials.	☐	☐	☐
Manage items for sale in resource room (pricing, sorting, shelving materials, etc).	☐	☐	☐
Maintain current library collection system.	☐	☐	☐
Respond to phone calls, e-mails, communicator and webhelpdesk tickets in a timely manner; Communicate with families and staff.	☐	☐	☐
Assisting Director and/or local field representative with special projects such as graduation, curriculum fair.	☐	☐	☐

Evaluator's Comments:

Resource Room Coordinator's Comments:

The signatures below indicate that the Resource Room Coordinator and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Resource Room Coordinator's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: School Counselor

Location: TBD

Reports to: Principal

Classification: Certified

Work Year: School Term

Salary: GEA Agreement

Summary or Purpose:

To provide comprehensive counseling program for all children. Consult with teachers, parents, staff, and community to enhance their effectiveness in helping students. To provide support for other educational programs.

Qualification Requirements:

- Master' Degree in Counseling and Human Services
- Type C Certificate
- Two Years Experience in School Counseling
- Excellent Written, Oral, and Interpersonal Communication Skills
- Understanding and Appreciation for Cross-Cultural Counseling and Ethnic Diversity
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Guides individuals and groups of students through the development of educational and career plans.
2. Implements the guidance curriculum through delivery of classroom lessons and infusion in content areas.
3. Supports and reinforces the key role of the classroom teacher.
4. Serves as a consultant to staff and parents.
5. Counsels individuals and small groups toward social and emotional resiliency.
6. Counsels parents and other family members on individual student needs.
7. Provides counseling and support to students and their families during a crisis situation.
8. Participates in research, evaluation, and data analysis to develop, enhance, and improve various programs.
9. Maintains thorough and accurate client records.
10. Acts as a liaison among school staff, parents, and public or private agencies.
11. Conducts parent group meetings, workshops, and in-service training.
12. Devises and implements appropriate counseling techniques to accommodate a variety of functioning levels.
13. Is accessible to all students for career, educational, and Personal counseling.
14. Acts as a student advocate.
15. Organizes, administers, assists, and refers to testing programs.
16. Participates in counseling and guidance program development, maintenance and enhancement.
17. Uses an effective referral process for assisting students and others to use special programs and services.
18. Responsible for completing Safe and Drug-Free Schools grant application.
19. Assumes a leadership role in promoting a positive school climate.
20. Pursues continuous professional growth.
21. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

School Counselor

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Guides individuals and groups of students through the development of educational and career plans.	☐	☐	☐
Implements the guidance curriculum through delivery of classroom lessons and infusion in content areas.	☐	☐	☐
Supports and reinforces the key role of the classroom teacher.	☐	☐	☐
Serves as a consultant to staff and parents.	☐	☐	☐
Counsels individuals and small groups toward social and emotional resiliency.	☐	☐	☐
Counsels parents and other family members on individual student needs.	☐	☐	☐
Provides counseling and support to students and their families during a crisis situation.	☐	☐	☐
Participates in research, evaluation, and data analysis to develop, enhance, and improve various programs.	☐	☐	☐
Maintains thorough and accurate client records.	☐	☐	☐
Acts as a liaison among school staff, parents, and public or private agencies.	☐	☐	☐
Conducts parent group meetings, workshops, and in-service training.	☐	☐	☐
Devises and implements appropriate counseling techniques to accommodate a variety of functioning levels.	☐	☐	☐
Is accessible to all students for career, educational, and Personal counseling.	☐	☐	☐
Acts as a student advocate.	☐	☐	☐
Organizes, administers, assists, and refers to testing programs.	☐	☐	☐
Participates in counseling and guidance program development, maintenance and enhancement.	☐	☐	☐
Uses an effective referral process for assisting students and others to use special programs and services.	☐	☐	☐
Responsible for completing Safe and Drug-Free Schools grant application.	☐	☐	☐
Assumes a leadership role in promoting a positive school climate.	☐	☐	☐
Pursues continuous professional growth.	☐	☐	☐

Evaluator's Comments:

School Counselor's Comments:

The signatures below indicate that the School Counselor and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

School Counselor's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: School Principal **Location:** TBD

Reports to: Superintendent **Classification:** Certified

Work Year: 220 days **Salary:** DOE

Summary or Purpose:

To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Qualification Requirements:

- Alaska School Administrators Certification
- Advanced Degree (Master's Degree or higher) in School Administration
- Successful experience in teaching and school administration
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Establishes and maintains an effective learning climate in the school. (BP5000)
2. Initiates, designs, and implements programs to meet specific needs of the school. Supervises implementation of all school activities. (BP 5000)
3. Keeps the Superintendent and the Assistant Superintendent informed of the school activities and problems.
4. Assists in the administration of the school budget and assists in that preparation, approves or disapproves instructional supply requests. (BP 6161)
5. Prepares or supervises the preparation of reports, records, lists, and other paperwork required or appropriate to the school's administration.
6. Works with various members of the central administration staff on problems of school importance, such as transportation and special services.
7. Interprets and enforces district policies and administrative regulations.
8. Maintain communication flows with students and parents and facilitates arrangements for instructional conferences between the two as needed. (BP 6020)
9. Budgets school time to provide for efficient conduct of school instruction and business.
10. Leads to the development, determination of appropriateness, and monitoring of the instructional program. (BP 6141-6144)
11. Schedules classes within the guidelines of meeting student needs.
12. Assists in the development, revision, and evaluation of curriculum. (BP 6141 a) (BP 6162-6164)
13. Supervises the guidance program to enhance individual student education and development. (BP 6146)
14. Supervises high standards of student conduct and enforces discipline as necessary, according to due process rights of students. (BP5144-5145) (6153)
15. Supervises the administration of guides for proper student conduct and maintaining student discipline, (5131 b)

16. Attends special events held to recognize special student achievement, and attends school-sponsored activities.
17. Supervises the maintenance of student grades reports, attendance, conduct, and health records. (BP 5121-5127) (BP 5131-5136) (BP 5110-5113 / 5144-5145)
18. Keeps current through attendance at professional meetings, reading professional journals and publications, and discussion groups with other administrators. (BP 4131)
19. Participates in professional growth through meetings, journals, other publications, state and national meetings, advanced course work and telecommunications. (BP4131)
20. Supervises all professional, paraprofessional, and support personnel serving the Galena City Schools.
21. Assists in the recruiting, hiring, training, assigning, and evaluating of the school's professional staff. (BP 4111-4161 / 4211-4261)
22. Supervises the school's teaching process.
23. Assists in preparing the master teaching schedule and any special assignments.
24. Contributes to orientation of newly assigned staff members and assists in their development.
25. Evaluates and counsels all staff members regarding their individual and group performance. (BP 4115 / 4116 / 4117)
26. Conducts meetings of the staff as necessary for the proper functioning of the school.
27. Assists with in-service and orientation of teaching staff. (BP 4131)
28. Recommends, according to established procedure, the removal of a teacher whose work is not satisfactory. (BP 4117)
29. Process and resolve parent, student, and staff complaints relating to school issues. (BP 4144)
30. Assists in directing the administration of the safety program for the school plant. (BP 6114)
31. Supervises the daily use of the school facilities for both academic and nonacademic purposes.
32. Supervises fire drills and other emergency preparedness programs as per School Board Policy. (BP 6114)
33. Asserts leadership in times of civil disobedience in school in accordance with established Board policy and public law.
34. Assist in maintaining adequate inventory, security and accountability for school properties in your charge.
35. Supervise and evaluate the school's extracurricular program. (BP 6145) (6153)
36. Participate in principals' meetings and such other meetings as are required or appropriate.
37. Serve as an ex officio member of all committees and councils within the school.
38. Respond to written and oral requests for information.
39. Share accountability for all official school correspondence and news releases.
40. Act as a liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
41. Delegate authority to responsible personnel to assume responsibility for the school in the absence of the principal.
42. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

Galena City School District

Principals/IDEA Director/IDEA Assistant Director Evaluation Handbook



Pg	
2	Assessment Overview
4	Formal Evaluation Instrument
9-10	Educator Performance Rating w/ Signatures

Purpose

The Principal, IDEA Director, and IDEA Assistant Director performance evaluation process will promote professional growth and increased student learning by integrating the following areas.

- *Increase Principal, IDEA Director, and IDEA Assistant Director skills and knowledge of effective assessment and instruction practices*
- *Focus on the Principal's, IDEA Director's, and IDEA Assistant Director's commitment to continuously improve practice so that student learning is enhanced*
- *Focus the school's and district's commitment to continuously improve instruction and assessment so that student learning is enhanced*
- *Serve as a guide for Principal, IDEA Director, and IDEA Assistant Director to reflect upon and self-assess their own professional growth*
- *Ensuring alignment with school and district improvement plans*
- *Guide professional development for principals/site administrators*
- *Serve as a tool to support coaching and mentoring programs for Principal, IDEA Director, and IDEA Assistant Director*
- *Focus on the collection of credible evidence about Principal, IDEA Director, and IDEA Assistant Director performance*

Evaluative Process

Evaluation is a continuous process and may occur between scheduled periods at the request of the Principal/IDEA Director/IDEA Assistant Director or the Principal's, IDEA Director's, and IDEA Assistant Director's immediate supervisor or any higher supervisor.

Assessment Methodology

All Domains are assessed through a review of the evidence provided by the Principal, IDEA Director, and IDEA Assistant Director; conferences between the evaluator and the Principal, IDEA Director, and IDEA Assistant Director; input from a variety of sources (staff, parents, students, community) and observations conducted by the evaluator and other district personnel.

Evidences

Possible evidences for all domains may include evidences aligned with the District Strategic Plan and goals and plans aligned with AdvancED Accreditation:

- Statement of School Mission, Vision, and Core Values
- School Improvement Plans
- Program Development
- Documented Use of Formative Assessments
- Existence and Work of Collaborative Teams
- Department/Collaborative Team Meeting Agendas and Summary Notes
- Teaming with Community Agencies
- Conference Attendance and Follow-up Reports
- Graduation Rates
- In-service Agendas
- Master Schedules
- Student Handbooks
- Staff Handbooks
- Grant Applications
- PAC Agendas/Minutes
- Student Achievement and Assessment Data
- Student Discipline Data
- Student Attendance Data
- Monthly Letters to Stakeholders
- Monthly Newsletters
- Parent Survey Data
- Student Survey Data
- Staff Survey Data

Galena City School District
GCSD Principal/IDEA Director/Asst Director
Formal End of Year Evaluation Instrument

Educator Name: _____

Position: _____

Evaluator Name: _____

Date: _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Alaska Content Standards for Administrators are utilized as the foundation of this evaluation tool.

Establishing Level of Support: Use component ratings to establish domain ratings. To roll-up component ratings into five domain ratings, evaluators will use the following operating principles:

- **Exemplary**: A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Exemplary if the Principal, IDEA Director, or IDEA Assistant Director has received Exemplary ratings in at least half of the components of the domain, with the remaining components rated no lower than Proficient.
- **Proficient:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Proficient if the Principal, IDEA Director, and IDEA Assistant Director received no more than one component rated Basic, with the remaining components rated Proficient or Exemplary.
- **Basic:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Basic if the Principal, IDEA Director, and IDEA Assistant Director received no Unsatisfactory component rating and two or more Basic component ratings.
- **Unsatisfactory:** A Principal, IDEA Director, or IDEA Assistant Director should receive a domain rating of Unsatisfactory if any one component is rated Unsatisfactory.

Domain 1: Providing Leadership, Guiding Instruction and Supporting Effective Learning Environments				
Components	UNSAT	BASIC	PROF	EXMP
Supporting the development of a school wide climate of high expectations for student learning and staff performance	☐	☐	☐	☐
Demonstrating knowledge of current major curriculum design models, including standards-based curriculum	☐	☐	☐	☐
Leading or facilitating the development of formative assessments, individual student learning plans, progress monitoring approaches, Intervention team meetings, data team meetings, or similarly focused staff activities	☐	☐	☐	☐
Maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities	☐	☐	☐	☐
Facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance	☐	☐	☐	☐
Observing teachers frequently and providing the teacher with effective coaching and feedback	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 2: Providing Staff Professional Development to Meet Student Learning Needs				
Components	UNSAT	BASIC	PROF	EXMP
Supervising or arranging for the supervision of staff for the purpose of improving student learning, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models	☐	☐	☐	☐
Working with faculty and staff to identify individual and group professional development needs and to design appropriate staff development opportunities	☐	☐	☐	☐
Evaluating and coaching staff for the purpose of improving student learning and making recommendations about retention	☐	☐	☐	☐
Participating in the hiring of new staff based upon needs of the school and district priorities	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 3: Utilizing Assessment and Evaluation Information About Students, Staff, and Community in Making Decisions				
Components	UNSAT	BASIC	PROF	EXMP
Developing tools and processes to gather needed information from students, staff, and the community	☐	☐	☐	☐
Using information to determine whether student, school, or program goals have been met and implementing changes when appropriate	☐	☐	☐	☐
Interpreting assessment information and evaluation for others	☐	☐	☐	☐
Aligning programs to meet desired standards or goals	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 4: Acting in Accordance with Established Laws, Policies, Procedures, and Good Business Practices				
Components	UNSAT	BASIC	PROF	EXMP
Acting in accordance with federal and state statutes, regulations, and other laws	☐	☐	☐	☐
Board policies are implemented and adhered to	☐	☐	☐	☐
Administering contracts and financial accounts responsibly, accurately, efficiently, and effectively	☐	☐	☐	☐
Confidentiality of school records are adhered to	☐	☐	☐	☐
Holds all school staff accountable to personal and professional code of ethics	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Domain 5: Facilitating the Participation of Parents and Families as Partners in the Education of Children				
Components	UNSAT	BASIC	PROF	EXMP
Supporting and respecting the responsibilities of parents and families recognizing the variety of parenting traditions and practices in the community	☐	☐	☐	☐
Involves stakeholders in the design and implementation of important decisions and policies	☐	☐	☐	☐
Maintaining a school or program climate that welcomes parents and families and invites their participation	☐	☐	☐	☐
Involving parents and community in meaningful ways in school or program decision making	☐	☐	☐	☐
Obtaining and using feedback to communicate more effectively	☐	☐	☐	☐
Communicating a positive image of the school in the community	☐	☐	☐	☐

Evidences and Artifacts
Select One
Select One
Select One
Select One
Select One
Select One
Select One
Select One

Exemplary	Proficient	Basic	Unsatisfactory

Evaluator Comments:

Employee Comments:

Statement: *A formal conference was held on _____ with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation and will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

GALENA CITY SCHOOL DISTRICT

Position: School Psychologist

Location: TBD

Reports to: Director of Special Education

Classification: Certified

Work Year: 200 days

Salary: DOE

Summary or Purpose:

To provide support services to the staff and students of the district by providing consult and direct intervention services, as well as by conducting assessments which help enable students to derive the fullest possible education experience from school.

Qualification Requirements:

- Ed.S or Ph.D from an accredited university
- National Certification (N.C.S.P.)
- Type C Alaska certificate
- Five years experience, part of which involves rural Alaskan children
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Conduct thorough assessments on referred students through appropriate testing and diagnostic practices.
2. Participate to the extent possible in pre-referral and intervention team meetings.
3. Conduct reevaluations to the extent determined necessary on students being reassessed for special education services. Participate in reevaluation eligibility meetings to the extent possible.
4. Be knowledgeable and able to conduct functional behavioral assessments, develop and oversee behavioral programming, and provide consult services in the areas of behavior and classroom management.
5. Provide consult services to parents and teachers in the areas of child development, educational best practices, and behavior management.
6. Prepare and submit reports which are understandable to parents and teachers and which are offered in a timely manner following a consult or assessment procedure.
7. Collaborate with Personnel of community health and social service agencies.
8. Able to act as a liaison between school and juvenile court if such a liaison is necessary.
9. Attend staff, professional, and interagency meetings to the fullest extent possible.
10. Provide in-service training to staff and parents.
11. Maintain up-to-date knowledge on current research and best practices.
12. Maintain and update district-wide website.
13. Maintain a pleasant and upbeat manner and smile at all times, regardless of the personal or professional stresses of life.
14. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

School Psychologist

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Conduct thorough assessments on referred students through appropriate testing and diagnostic practices.	☐	☐	☐
Participate to the extent possible in pre-referral and intervention team meetings.	☐	☐	☐
Conduct reevaluations to the extent determined necessary on students being reassessed for special education services. Participate in reevaluation eligibility meetings to the extent possible.	☐	☐	☐
Be knowledgeable and able to conduct functional behavioral assessments, develop and oversee behavioral programming, and provide consult services in the areas of behavior and classroom management.	☐	☐	☐
Provide consult services to parents and teachers in the areas of child development, educational best practices, and behavior management.	☐	☐	☐
Prepare and submit reports which are understandable to parents and teachers and which are offered in a timely manner following a consult or assessment procedure.	☐	☐	☐
Collaborate with Personnel of community health and social service agencies.	☐	☐	☐
Able to act as a liaison between school and juvenile court if such a liaison is necessary.	☐	☐	☐
Attend staff, professional, and interagency meetings to the fullest extent possible.	☐	☐	☐
Provide in-service training to staff and parents.	☐	☐	☐
Maintain up-to-date knowledge on current research and best practices.	☐	☐	☐
Maintain and update district-wide website.	☐	☐	☐
Maintain a pleasant and upbeat manner and smile at all times, regardless of the personal or professional stresses of life.	☐	☐	☐

Evaluator's Comments:

School Psychologist's Comments:

The signatures below indicate that the School Psychologist and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

School Psychologist's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Secretary / Registrar

Location: TBD

Reports to: Principal

Classification: Classified

Work Year: School term

Salary: Range 9

Summary or Purpose:

To assure the smooth and efficient operation of the school office.

Qualification Requirements:

- High school diploma.
- Positive interpersonal skills.
- Strong clerical skills.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Registrar:

1. Establish, maintain, and keep confidential, cumulative file and permanent student records as shall be required, i.e., demographics, health, transcript, standardized test scores, etc.
2. Request, log, and update transcripts and other records of incoming students on Power School.
3. Provide school counselor with copies of new student's GILA application, latest grade report, transcript, and standardized test scores.
4. Initiate and maintain withdrawal records.
5. Prepare an annual report of transfers and withdrawals, indicating the reason for each student's withdrawal from the district.
6. Maintain records of grades and absences for each student's permanent file.
7. Prepare and transmit transcripts and other official documents relating to students.
8. Assist teachers with student record request.
9. Assist school counselor in preparing the senior graduation list with class rank and averages.
10. Assist school counselor in responding for information about students from parents, colleges, prospective employers, and similar individuals or agencies with legitimate interests.
11. Assist school counselor with the Early Graduation record keeping.
12. Assist school counselor with generating student honor roll and class rank reports.
13. Prepare court ordered student records request.
14. Perform other duties as assigned.

Secretary:

1. Perform usual office routines.
2. Collect time sheets, total the hours, and provide to principal.
3. Fill in for front office secretary when needed.
4. Operate word processors, computers, calculators, copiers, and facsimile machines.
5. Run reports as requested.
6. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Secretary / Registrar

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Registrar:			
Establish, maintain, and keep confidential, cumulative file and permanent student records as shall be required, i.e., demographics, health, transcript, standardized test scores, etc.	☐	☐	☐
Request, log, and update transcripts and other records of incoming students on PowerSchool.	☐	☐	☐
Provide school counselor with copies of new student's GILA application, latest grade report, transcript, and standardized test scores.	☐	☐	☐
Initiate and maintain withdrawal records.	☐	☐	☐
Prepare an annual report of transfers and withdrawals, indicating the reason for each student's withdrawal from the district.	☐	☐	☐
Maintain records of grades and absences for each student's permanent file.	☐	☐	☐
Prepare and transmit transcripts and other official documents relating to students.	☐	☐	☐
Assist teachers with student record request.	☐	☐	☐
Assist school counselor in preparing the senior graduation list with class rank and averages.	☐	☐	☐
Assist school counselor in responding for information about students from parents, colleges, prospective employers, and similar individuals or agencies with legitimate interests.	☐	☐	☐
Assist school counselor with the Early Graduation record keeping.	☐	☐	☐
Assist school counselor with generating student honor roll and class rank reports.	☐	☐	☐
Prepare court ordered student records request.	☐	☐	☐
Perform other duties as assigned.	☐	☐	☐
Secretary:			
Perform usual office routines.	☐	☐	☐
Collect time sheets, total the hours, and provide to principal.	☐	☐	☐
Fill in for front office secretary when needed.	☐	☐	☐
Operate word processors, computers, calculators, copiers, and facsimile machines.	☐	☐	☐
Run reports as requested.	☐	☐	☐

Evaluator's Comments:

Secretary/Registrar's Comments:

The signatures below indicate that the Secretary/Registrar and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Secretary/Registrar's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Special Education Aide

Location: TBD

Reports to: Principal

Classification: Classified

Work Year: School Term

Salary: GEA Agreement

Summary or Purpose:

To work closely with identified special-needs students on a regular basis to provide them with the physical, emotional, and/or academic support they need to gain full benefits from the district's special education/alternative programs or placement in regular education curriculum.

Qualification Requirements:

- High School Diploma
- Experience working with students preferred.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Complete training in confidentiality and Alaska State Special Education Guidelines.
2. Completes training in paraprofessional skills as assigned by Special Education Teacher.
3. Works in one-to-one or small group situations to assist students with assignments and/or skills. The Aide will have access to such information as needed in order to assist the student, i.e. samples, answer keys, IEP goals, etc.
4. Demonstrates positive reinforcement and encouragement for completed tasks and/or movement toward completing tasks.
5. Attends meetings as requested as part of the Special Education Team.
6. Records significant incidents and reports to Special Education Teacher as deemed appropriate.
7. Collaborates with the Special Education Teacher in teaching larger groups of students in order to assist students in the regular classroom setting.
8. Participates in field trips and/or vocational training activities.
9. Request assistance as needed following the appropriate chain of command.
10. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Special Education Aide

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Complete training in confidentiality and Alaska State Special Education Guidelines.	☐	☐	☐
Completes training in paraprofessional skills as assigned by Special Education Teacher.	☐	☐	☐
Works in one-to-one or small group situations to assist students with assignments and/or skills. The Aide will have access to such information as needed in order to assist the student, i.e. samples, answer keys, IEP goals, etc.	☐	☐	☐
Demonstrates positive reinforcement and encouragement for completed tasks and/or movement toward completing tasks.	☐	☐	☐
Attends meetings as requested as part of the Special Education Team.	☐	☐	☐
Records significant incidents and reports to Special Education Teacher as deemed appropriate.	☐	☐	☐
Collaborates with the Special Education Teacher in teaching larger groups of students in order to assist students in the regular classroom setting.	☐	☐	☐
Participates in field trips and/or vocational training activities.	☐	☐	☐
Request assistance as needed following the appropriate chain of command.	☐	☐	☐

Evaluator's Comments:

Special Education Aide's Comments:

The signatures below indicate that the Special Education Aide and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Special Education Aide's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Special Education Teacher

Location: TBD

Reports to: Principal / Site Administrator

Classification: Certified

Work Year: 192 / 189 days

Salary: GEA Agreement

Summary or Purpose:

To work closely with identified special-needs students on a regular basis to provide them with the physical, emotional, and/or academic support they need to gain full benefits from the district's special education/alternative programs or placement in regular education curriculum.

Qualification Requirements:

- Bachelor' Degree in Education required; Master' Degree preferred.
- Alaska teacher certificate required.
- Special Education endorsement required.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Knowledge of Home Schooling movement and Distance Education models preferred if working with IDEA or iGrad students.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Complete training in confidentiality and Alaska State Special Education Guidelines.
2. Complete academic testing for initial and on-going evaluations.
3. Attend meetings as a member of the Special Education Team.
4. Develop and monitor individualized plans.
5. Work in one-to-one or small group situations to assist students with assigned, modified, or enriched assignments and/or skills, including behavioral goals.
6. Assist regular classroom teachers in locating and implementing modified instructional strategies and materials.
7. Teams with the teacher in teaching larger groups of students in order to assist students in the regular classroom setting as developed through cooperative consultation and determination of goals and objectives.
8. Demonstrate positive reinforcement and encouragement for completed tasks and/or movement toward completing tasks.
9. Maintain records in compliance with Alaskan State Special Education Guidelines.
10. Supervise Special Education Aides and other paraprofessionals working with students who qualify for special education plans.
11. Participate in field trips and/or vocational training activities.
12. Assist in recruiting, interviewing, hiring, and training paraprofessionals in the areas of Special Education
13. Attend conferences in order to update networking resources and skills.
14. Seek out and offer information for parents upon request.
15. Request assistance as needed following the appropriate chain-of-command.
16. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Special Education Teacher

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Complete training in confidentiality and Alaska State Special Education Guidelines.	☐	☐	☐
Complete academic testing for initial and on-going evaluations.	☐	☐	☐
Attend meetings as a member of the Special Education Team.	☐	☐	☐
Develop and monitor individualized plans.	☐	☐	☐
Work in one-to-one or small group situations to assist students with assigned, modified, or enriched assignments and/or skills, including behavioral goals.	☐	☐	☐
Assist regular classroom teachers in locating and implementing modified instructional strategies and materials.	☐	☐	☐
Teams with the teacher in teaching larger groups of students in order to assist students in the regular classroom setting as developed through cooperative consultation and determination of goals and objectives.	☐	☐	☐
Demonstrate positive reinforcement and encouragement for completed tasks and/or movement toward completing tasks.	☐	☐	☐
Maintain records in compliance with Alaskan State Special Education Guidelines.	☐	☐	☐
Supervise Special Education Aides and other paraprofessionals working with students who qualify for special education plans.	☐	☐	☐
Participate in field trips and/or vocational training activities.	☐	☐	☐
Assist in recruiting, interviewing, hiring, and training paraprofessionals in the areas of Special Education	☐	☐	☐
Attend conferences in order to update networking resources and skills.	☐	☐	☐
Seek out and offer information for parents upon request.	☐	☐	☐
Request assistance as needed following the appropriate chain-of-command.	☐	☐	☐

Evaluator's Comments:

Special Education Teacher's Comments:

The signatures below indicate that the Special Education Teacher and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Special Education Teacher's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Superintendent **Location:** Central Office

Reports to: Board **Classification:** Certified

Work Year: 240 days **Salary:** TBD

Summary or Purpose:

To provide leadership in developing and maintaining the best possible educational programs and services to the families we serve. To inspire, lead, guide, and direct every member of the administrative, instructional and supportive services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in our district may be provided with a complete, valuable, meaningful, and personally rewarding education. Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, and an ever-present, overriding concern for their impact upon each individual student's education.

Qualification Requirements:

- At least ten years of successful experience in teaching and school administration.
- Master's Degree or higher.
- Valid Superintendent's license.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. **Student Achievement – Strengthen the educational conditions that promote student learning and retention**
    a. Assessment – Implement research-supported effective assessment models and practices aligned to a viable and guaranteed curriculum

    Develop and implement formative assessments (parallel) in core content areas aligned to State of Alaska Grade Level Expectations or Common Core Standards

    Develop and implement formative assessments in Career and Technical Education (CTE) areas aligned to industry standard expectations

    b. Instruction – Implement research-supported effective instruction models and practices aligned to a viable and guaranteed curriculum

    Develop and implement research-supported instructional strategies aligned to core content formative assessments (parallel) or CTE formative assessments

    Develop and implement instructional plans that provide previews of future content, focused instruction of current objectives, and distributed practice/interaction with previous content

c. Career and Technical Education (CTE) – Increase the variety of CTE course offerings provided by the district and increase the number of high school students accessing CTE courses

Partner with statewide agencies to grow district-wide Career and Technical Education programs

Develop and regularly update Personal Learning and Career Plans (PLCPs) for each Galena high school student aligned with the Alaska Career and Technical Education Plan

Develop a system to implement a plan for each Galena high school graduate to leave GCSD with a Career Portfolio

d. Student Retention – Strengthen the educational conditions that promote student retention

Develop a system to accurately track student retention rates across sub-group populations in all district-wide programs

Develop effective orientation and academic support programs for first year students and families focused on increasing student/family connections with GCSD staff

2. Communication – Strengthen collaboration with parents to enhance learning for their children

District and school web pages – Consistently refine and update district and school web pages to reflect the most current information, including GCSD school board meeting minutes and updated district staff personnel

GCSD Administration – Enhance district-home relationships by regularly seeking feedback through time-sensitive, anonymous online surveys, encouraging stronger participation with Parent Advisory Committees, and increasing the variety and number of parent education opportunities about district initiatives and state and federal education mandates

GCSD Administration – Ensure regular, open, and honest communication across all district programs centered on increasing student learning and enfranchising all stakeholders

Parent Contact – Ensure 100% of GCSD families are personally contacted each marking period, at a minimum, by GCSD staff

3. Resource Management – Ensure well-managed financial resources aligned with and in support of improved student achievement

Maintain appropriate fund balances to ensure district-wide financial stability

Ensure a student-centered budget development and implementation process

GCSD Administration – Ensure regular, open, and honest communication across all district programs centered on increasing student learning and enfranchising all stakeholders

Seek alternative sources of revenue to fund new programs and projects in response to student and community needs.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____
(Incumbent)

14.14.130 Chief school administrator

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2121

1. Superintendent Contract

The School Board shall employ a Superintendent to serve as its chief administrative officer for a contract term of not more than three years. Prior to entering into an employment contract with the Superintendent, the Board may have the contract reviewed by legal counsel.

The Board shall notify the Superintendent of its intention not to renew his/her contract early enough to ensure compliance with any notice requirements of the existing contract. Any extension of the life of the contract shall be contingent upon a satisfactory evaluation of the Superintendent's performance

(cf. 2123 - Evaluation of the Superintendent)

Legal Reference:
ALASKA STATUTES
14.14.130 Chief School Administrator
14.20.130 Employment of teachers and administrators

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2122

2. Superintendent of Schools: Job Description

The job of Superintendent entails many complex duties, some specified in law and some assigned by the Board. The Board shall provide the Superintendent with a job description that indicates his/her major responsibilities. The Board shall further define the Superintendent's responsibilities and duties through the adoption of Board policies.

(cf. 2000 - Concepts and Roles)
(cf. 2120 - Superintendent of Schools)
(cf. 2123 - Evaluation of the Superintendent)

Legal Reference:
ALASKA STATUTES

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

3. Evaluation of the Superintendent

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall agree upon and sign an evaluation summary. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

(cf. 2121 - Superintendent's Contract)

The evaluation process shall be reviewed annually to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluations process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the superintendent.
8. Developing a plan for growth and improvement.

(cf. 9321 - Executive Sessions)

GALENA CITY SCHOOL DISTRICT
Adopted 5/16/2012

AR 2123

Evaluation of the Superintendent

In January of each year the Board shall complete an evaluation of the superintendent's performance implementing the district's strategic plan. An informal review will take place between the Board and the superintendent at least once a year prior to August.

This evaluation shall be performed regardless of the length of the superintendent's contract or the amount of time which may remain under that contract.

The January evaluation report shall be in writing and shall be submitted to and discussed with the superintendent. The superintendent shall sign the evaluation report to acknowledge that it has been received. The signature does not necessarily imply agreement with the evaluation, and the superintendent shall be provided the opportunity to provide both oral and written response to the Board's evaluation within fifteen (15) working days of receipt of the evaluation.

The evaluation and any written comments by the superintendent shall become part of the superintendent's permanent personnel file.

Following this evaluation, the Board may extend the superintendent's contract. The total time remaining on the superintendent's contract, including any such extensions, may not exceed three years. Decision on this contract's extension or revision will be made at the first meeting of the Board in May each year, or as soon as possible. If the Board fails to act on the contract's extension or revision before May 31st of any year, the contract will be automatically extended after prior notification by the Superintendent for one additional year.

Revised 3/2016

GALENA CITY SCHOOL DISTRICT
Adopted 03/17/2013

E 2123

GALENA CITY SCHOOL DISTRICT
Evaluation Form
Superintendent

Our Vision
To provide the highest quality educational options for families in the state of Alaska ensuring our graduates are well-grounded, well-educated individuals able to maneuver effectively in a dynamic world

Our Mission
Active, enthusiastic engagement that inspires learning for every student, in every content area, every day

Our Core Values
Academic excellence and innovation are promoted in all facets of school programs and activities
Every person is uniquely valuable and is treated with dignity and respect
Learning is a differentiated and life-long process
Education is a collaborative community responsibility
Learning is dependent on fostering stable relationships
Overall student success is dependent on high standards and expectations
Diversity within our district is respected and appreciated
Resource management decisions are student centered and sustainable

EVALUATION PROCESS

• The superintendent presents to the school board his or her own self-assessment of performance on each of the goals and expectations that have been agreed to. The superintendent should provide evidence of some tangible progress toward the agreed-upon expectations.

• Using this Evaluation Form, individual board members grade the superintendent on each target and action step using the ratings:
E=Exemplary P=Proficient B=Basic U=Unsatisfactory
Ratings of Proficient, Basic, and Unsatisfactory have associated descriptors.
Exemplary and Unsatisfactory ratings, if selected, require written comments.
Additional comments may be written at the end of each category for any or all indicators.

Target and action steps are arranged in the following four categories:
1. Board-superintendent relations
2. Implementation of the district's strategic initiatives
    2.A. Student Learning
    2.B. Community and Stakeholder Engagement
    2.C. Resource Management
3. District leadership and management
4. Community (external) relations

• The forms are collected by the board president or designee who compiles the tally sheets and comments, and makes copies available to board members. No numerical score or average shall be assigned.

• The board meets in executive session to discuss and come to a consensus regarding superintendent performance. The ratings are compiled into a single document.

• The board meets in executive session *with* the superintendent, so that he or she has the opportunity to hear from all board members. If board members disagree about superintendent performance, it is important that the superintendent hear all points of view. However, the board president will want to remind everyone that the "one voice" whose direction the superintendent will be expected to follow is that of the majority.

• A written summary of the evaluation should be given to the superintendent with a copy retained in the district personnel file.

• If the evaluation instrument or process needs to be modified to reflect additional or modified expectations as well as updated goals, this is the time to do so.

• Decisions regarding the superintendent's compensation and benefits and contract renewal issues should be considered at this time.

• The full board's conclusions and recommendations should be put in writing on the final form titled "Conclusions and Recommendations", which will become a part of the district personnel file. A copy will also be made available to the superintendent as a means of clearly communicating specific concerns about his/her performance.

TARGET AND ACTION STEPS
Date: _____

Category No. 1: Board-superintendent relations. One of the major responsibilities of the superintendent is to support the board in doing its work. This may include assisting the board in buildings its own capacity as a governing board — through providing professional development opportunities, keeping the board abreast of developments at the local, state or national level that may impact its work, and most significantly, ensuring the board has the best information possible to make informed decisions.

Rating (fill in)	**E=Exemplary (requires written comment)**	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
1.1		Provides leadership and vision in assisting the board to carry out the mission of the district through a planning process	Initiates a planning process for the board at their request	Does not bring the need for an on-going planning process to the board
1.2		Offers professional recommendations to the board on action items, based on thorough study and research	Provides recommendations upon request	Does not provide professional advice or guidance to the board to assist in their decisions

1.3		Assures that board policies are routinely reviewed and kept updated	Revises board policies as need arises, but not with any regularity	Does not attempt to keep policy issues before the board; policy manual does not receive regular attention
1.4		Administers district within policies of the board	Occasionally takes actions that are contrary to board policy or direction of resolutions without the knowledge of the board	Relies on personal discretion in decision making with little regard to guidelines set by board policy
1.5		Keeps all board members informed on issues, needs and operation of district through a regular reporting process	Provides inconsistent information to board members	Rarely informs the board of anything unless there is a problem
1.6		Treats board members with equal consideration and respect	Is inconsistent in treating board members with consideration and respect	Is inconsiderate or disrespectful toward any board member(s)

Comments:

Category No. 2: Implementation of the district's strategic initiatives. The board sets the district's direction and articulates that direction in its mission, vision, and goals statements (ends). These ends statements then become the cornerstone of the board's written policy manual. A few policies will be pure "ends" policies, but "ends" language may appear throughout the policy manual in policies that serve primarily another purpose, such as delegating authority or setting executive limitations. The board then monitors progress towards these ends and compliance with written board policy, using data as the means for its assessment. The board that has received monitoring reports from the superintendent throughout the year will find most of this piece of the evaluation complete. District performance equates to superintendent performance.

2.A. Student Learning – Provide a rigorous standards-based curriculum, differentiated learning opportunities, and a flexible instructional approach that meets individual needs, ensuring that each student reaches high levels of learning and graduates with post-secondary and career options

E=Exemplary (requires written comment)	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
	Curriculum and learning across the system provide the majority of students with challenging and	Curriculum and learning across the system provide some students with challenging and	Curriculum and learning across the system provide few or no students with challenging and equitable

	equitable opportunities to develop learning skills, thinking skills, and life skills. The majority of classes are taught by highly qualified instructors. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	equitable opportunities to develop learning skills, thinking skills, and life skills. Some courses are taught by highly qualified instructors. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Some individualized learning activities for each student are evident randomly or in some but not all schools.	opportunities to develop learning skills, thinking skills, and life skills that align with the system's purpose. Few courses are taught by highly qualified instructors. There is no evidence to indicate how successful students will be at the next level. Few or no individualized learning activities for students are evident in any schools across the system.

(2.A. Student Learning, cont.)

2.A.1 Instruction – Utilize research-supported, individualized instruction and assessment strategies in all content areas and programs aligned to state standards, literacy standards across all content areas, and Career and Technical Education industry standards.	E	P	B	U
2.A.2 Academic Performance – Increase student math performance 4% annually, literacy performance 3% annually, and science performance 3% annually as measured by state assessments, district assessments, and classroom-based assessments.	E	P	B	U
2.A.3 Innovation and Student Retention – Increase student retention district-wide to 85% by increasing student access to educational opportunities.	E	P	B	U
2.A.4 Attract and Retain – Attract and retain high quality staff through an organizational culture focused on growth, collaboration, and innovation.	E	P	B	U
2.A.5 Professional Development – Ensure well-planned, outcome-based, high quality, job-embedded professional development focused on improving student-learning outcomes.	E	P	B	U

Comments:

2.B. Community and Stakeholder Engagement – Strengthen collaboration with all GCSD stakeholders to promote a shared value and responsibility for all student learning opportunities

E=Exemplary (requires written comment)	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
	School personnel throughout the system	School personnel throughout the system	School personnel throughout the system rarely or never

	regularly communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback, and respond to stakeholders, and work collaboratively on system and school improvement efforts. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, and work collaboratively on school improvement efforts. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative. System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools.

2.B.1 Communication – Ensure 100% of GCSD families are contacted each marking period by GCSD staff.	E	P	B	U
2.B.2 Parent Advisory Committees (PAC) and Stakeholder Feedback – Provide regular opportunities for stakeholders to provide feedback through PAC meetings, anonymous surveys, town meetings, and the GCSD website.	E	P	B	U
2.B.3 Public Relations – Inform all GCSD stakeholders through regular monthly communications about school board decisions promoting district programs and performance.	E	P	B	U

Comments:

2.C. Resource Management – Ensure well-managed financial resources aligned with and in support of student learning and energy conservation

E=Exemplary (requires written comment)	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
	The system has policies and procedures for resource management. The system employs a long-range planning process in the areas of budget, facilities, and other system	The system has some policies related to resource management. The system has a long-range planning process. The strategic planning process is reviewed for effectiveness when	The system may or may not have policies related to resource management. The system may or may not have a long-range strategic planning process. Strategic plans, if they exist, may or may not be implemented by

	components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	necessary. Strategic plans are implemented effectively by the governing body and system leaders.	the governing body and system leaders.

2.C.1 Fund Balance – Maintain fund balances as close to 10% as possible to ensure district-wide financial flexibility and stability.	E	P	B	U
2.C.2 Resource Allocation – Ensure a budget development and implementation process allocating resources based on alignment with the strategic plan and instructional outcomes.	E	P	B	U
2.C.3 Sustainability – Partner with community and statewide agencies to support the development of renewable and sustainable energy resources.	E	P	B	U

Comments:

Category No. 3: District leadership and management. In addition to implementing the board's strategic goals and objectives, the superintendent is charged with operating the district efficiently and effectively. Managing operations is relatively easy to assess because efficiency and cost-effectiveness can be measured. For example, a budget recommendation is either balanced or it's not. A building project comes in on time or on budget, or it does not. While leadership is perhaps a subjective quality and more difficult to assess, it is at the heart of an individual's ability to bring a group of people together around a common objective. Beyond simply achieving outcomes, the superintendent can and should be expected to conduct his/her duties in a moral and ethical manner. In addition, the superintendent's skills may be evaluated by his/her method and manner, style and tone used with staff, students, board and the public. The superintendent can be held accountable for creating a positive school climate and culture only when the school board is clear about these expectations.

Rating (fill in)	**E=Exemplary (requires written comment)**	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
3.1		Understands and stays informed on all aspects	Unable to clearly articulate the services	Communications demonstrate poor

		of district operations; anticipates problems, provides solutions, operates well in crises	or activities of the district; doesn't anticipate problems or crises	understanding of activities of district or staff; often in crisis mode
3.2		Works to implement a team concept with staff to insure employee efforts mesh to support the district's vision and mission	Pays limited attention to the interaction between staff members and service areas; staff doesn't clearly understand the mission	Allows professional and personal differences among staff to become public and tarnish the programs and credibility of the district.
3.3		Demonstrates a thorough understanding of the role of the superintendent	Does not seem clear on role of superintendent or on board expectations	Exceeds authority and disregards board expectations
3.4		Insures that the staff is comprised of individuals with appropriate skills and background to meet the district's needs	Occasionally selects staff with inadequate qualifications	Does not select nor align staff to meet the district's needs
3.5		Delegates authority to appropriate staff members	Places limited authority with key staff members	Rigidly controls all communications and decisions made within the administration
3.6		Provides adequate supervision of district operations, insisting on competence and efficiency	Settles for "good enough" from staff, occasionally allowing decisions or communications to go out that reflect poorly on the district	Allows inferior work to be done, which damages the integrity and image of the district

(Category No. 3: District leadership and management, cont.)

Rating (fill in)	**E=Exemplary (requires written comment)**	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
3.7		Develops and executes sound personnel procedures, practices, evaluations, and training	Shows a basic understanding personnel procedures; implementation may be inconsistent	Presents flawed reasoning to board regarding personnel matters
3.8		Dedicated to high standards of performance and ethics in all personal and professional matters	Occasionally demonstrates a willingness to compromise standards or ethics for personal or professional gain	Behaves in a manner that calls integrity and ethics into serious question; trust is an issue
3.9		Handles pressure and maintains poise and emotional stability in the full range of professional duties	Demonstrates poor behavior and lack of judgment under pressure	Behaves unprofessionally and with disregard to well-being of district
3.10		Exercises good judgment in arriving at	Does not gather sufficient information	Shows poor judgment, makes decisions with

		decisions; seeks information and counsel; analyzes facts and situations	before making decisions	little regard to facts or advice from board or Staff; is reactionary
3.11		Communicates effectively through written and spoken word; is clear and persuasive; is an active listener; exhibits a sense of humor	Communicates sporadically, or in an unclear manner with limited success	Has difficulty being understood; creates problems for the district through lack of communication skills
3.12		Personal appearance in relation to professional duties is consistently appropriate and contributes to respect for the district	Attention to appropriate personal appearance is inconsistent	Shows consistent disregard for importance of maintaining an appropriate image for the district through personal appearance

Comments:

Category No. 4: Community (external) relations. The board should expect its superintendent to represent the district within the community, to carry the district's message and advocate on its behalf. What this interaction looks like will differ from community to community, but could include media relations, participation in local civic groups, or forming partnerships with other governmental bodies such as the city council.

Rating (fill in)	**E=Exemplary (requires written comment)**	**P=Proficient**	**B=Basic**	**U=Unsatisfactory (add comment)**
4.1		Develops friendly and cooperative relationships with the news media, businesses, city and legislature	Is recognized as a representative of the district, but doesn't forge relationships	Creates adversarial relationships that inhibit the district's positive influence
4.2		Encourages community members to be actively involved with the district	Does not provide community members sufficient understanding of district issues to allow them to be effective in their efforts.	Does not value the importance of informed community members or respect their influence
4.3		Works effectively with public and private agencies; looks for opportunities to forge alliances to further the district mission	Does not seek opportunities to interact with other agencies	Does not appear to value collaboration with other agencies; contributes to difficult relations with others
4.4		Solicits and give attention to problems	Doesn't actively seek to become informed of	Demonstrates disregard for concerns of others,

		and opinions of groups and individuals	individual or community concerns	acting instead on personal agenda and opinions

Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: _____

Category No.1. Board-superintendent relations

Item #	E=Exemplary	P=Proficient	B=Basic	U=Unsatisfactory
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				

Board-superintendent relations
***Comments*:**

SUPERINTENDENT EVALUATION
Response Tally

Date: _____

Category No. 2. Implementation of the district's strategic initiatives

2.A. Student Learning

Item #	E=Exemplary	P=Proficient	B=Basic	U=Unsatisfactory
2.A.1				
2.A.2				
2.A.3				
2.A.4				

2.A.5				
2.A.6				
2.A.7				

2.A Student Learning
***Comments*:**

SUPERINTENDENT EVALUATION
Response Tally

Date: _____

Category No. 2. Implementation of the district's strategic initiatives

2.B. Community and Stakeholder Engagement

Item #	E=Exemplary	P=Proficient	B=Basic	U=Unsatisfactory
2.B.1				
2.B.2				
2.B.3				
2.B.4				

2.B Community and Stakeholder Engagement
***Comments*:**

SUPERINTENDENT EVALUATION
Response Tally

Date: _____

Category No. 2. Implementation of the district's strategic initiatives

2.C. Resource Management

Item #	E=Exemplary	P=Proficient	B=Basic	U=Unsatisfactory
2.C.1				
2.C.2				

2.C.3				

2.C Resource Management
***Comments*:**

SUPERINTENDENT EVALUATION
Response Tally

Date: _____

Category No.3. District leadership and management

Item #	E=Exemplary	P=Proficient	B=Basic	U=Unsatisfactory
3.1				
3.2				
3.3				
3.4				
3.5				
3.6				
3.7				
3.8				
3.9				
3.10				
3.11				
3.12				

District leadership and management
***Comments*:**

SUPERINTENDENT EVALUATION
Response Tally

Date: _____

Category No.4. Community (external) relations

Item #	E=Exemplary	P=Proficient	B=Basic	U=Unsatisfactory
4.1				
4.2				

4.3				
4.4				

Community (external) relations
***Comments*:**

SUPERINTENDENT EVALUATION
CONCLUSIONS AND RECOMMENDATIONS

In view of the ratings and comments made by members of the school board, the following agreements have been reached by the board and the superintendent:

Goals for Professional Development for the coming year:

Plan of Improvement *(this is to be employed if there are a number of ratings in the Basic or Unsatisfactory columns of the evaluation form)*:

With respect to the employment relationship between the superintendent and the school board, the board recommends the following contract considerations:

Length of Contract:

Compensation (Salary and Benefits):

Other terms:

Signed:_____, Board President Date:_____

_____, Superintendent Date:_____

BP 2200

GALENA CITY SCHOOL DISTRICT

Position: Swimming Pool Manager

Location: Pool

Reports to: Superintendent

Classification: Classified

Work Year: TBD

Salary: TBD

Summary or Purpose:

To ensure the safety and a knowledge and understanding of the pleasures of the sport.

Qualification Requirements:

- Possess a Lifeguard and Pool Operators License
- Demonstrated aptitude or competence for assigned responsibilities.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Provide for the maintenance of the pool. Including the monitoring of chlorine, PH, water and air temperature.
2. Mix and add chlorine, acid and other chemicals as needed.
3. Inventory and order all pool chemicals, pool supplies, repair parts and cleaning supplies.
4. Keep the pool vacuumed.
5. Keep the pool deck, locker room, entry and viewing area clean.
6. Keep all pertinent paper work. Send in monthly water samples, monthly DEC report, After School Program attendance reports, pool rentals, and open swim gate money, etc.
7. Work with lifeguards on scheduling and staffing.
8. Monitors and train all lifeguards and pools aides in proper pool procedures. Maintain up to date records of their training, including First Aide, CPR, Red Cross Lifeguard Certification, etc.
9. Develop a working relationship with the community.
10. Develop a working relation with custodial and maintenance personnel in order to keep pool clean, functioning properly and safe.
11. Take direction from and report all major problems to Director of Maintenance.
12. Assist in the development in new swimming programs for the community and the school district.
13. Maintain current Lifeguard, CEP, First Aide and Swimming Pool Operators License.
14. Record and turn in monthly time sheets on a regular basis.
15. Perform other duties as assigned

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Swimming Pool Manager

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Provide for the maintenance for the pool. Including the monitoring of chlorine, PH, water and air temperature.	☐	☐	☐
Mix and add chlorine, acid and other chemicals as needed.	☐	☐	☐
Inventory and order all pool chemicals, pool supplies, repair parts and cleaning supplies.	☐	☐	☐
Keep the pool vacuumed.	☐	☐	☐
Keep the pool deck, locker room, entry and viewing area clean.	☐	☐	☐
Keep all pertinent paper work. Send in monthly water samples, monthly DEC report, After School Program attendance reports, pool rentals, and open swim gate money, etc.	☐	☐	☐
Work with lifeguards on scheduling and staffing.	☐	☐	☐
Monitors and train all lifeguards and pools aides in proper pool procedures. Maintain up to date records of their training, including First Aide, CPR, Red Cross Lifeguard Certification, etc.	☐	☐	☐
Develop a working relationship with the community.	☐	☐	☐
Develop a working relation with custodial and maintenance personnel in order to keep pool clean, functioning properly and safe.	☐	☐	☐
Take direction from and report all major problems to Director of Maintenance.	☐	☐	☐
Assist in the development in new swimming programs for the community and the school district.	☐	☐	☐
Maintain current Lifeguard, CEP, First Aide and Swimming Pool Operators License.	☐	☐	☐
Record and turn in monthly time sheets on a regular basis.	☐	☐	☐

Evaluator's Comments:

Swimming Pool Manager's Comments:

The signatures below indicate that the Swimming Pool Manager and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Swimming Pool Manager's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Systems Administrator

Location: TBD

Reports to: Director of Technology

Classification: Classified

Work Year: 260 days

Salary: DOE

Summary or Purpose:

Manage network infrastructure. Provide technical assistance on the use of technology to personnel, schools, and sites. Coordinate and conduct workshops, give technical assistance and preview opportunities in the areas of educational technology.

Qualification Requirements:

- Five years of experience in the field of technology required.
- Two years of supervisory experience in technology required.
- Four years of experience working in a local area network environment required.
- Three years of experience working in a wide area network environment required.
- Strong written, verbal and interpersonal skills required.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Manage Servers (Hardware/Software) File Storage, Exchange, Active Directory, and PowerSchool.
2. Carry out the District Technology Integration Plan and work with users toward implementation.
3. Provide liaison with other agencies/organizations as requested.
4. Travel as necessary to support wide area network infrastructure.
5. Actively participate in the technology department adopted cross-training structure.
6. Adhere to all GCSD policies and procedures.
7. Perform other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Systems Administrator

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Manage Servers (Hardware/Software) File Storage, Exchange, Active Directory, and PowerSchool.	☐	☐	☐
Carry out the District Technology Integration Plan and work with users toward implementation.	☐	☐	☐
Provide liaison with other agencies/organizations as requested.	☐	☐	☐
Travel as necessary to support wide area network infrastructure.	☐	☐	☐
Actively participate in the technology department adopted cross-training structure.	☐	☐	☐
Adhere to all GCSD policies and procedures.	☐	☐	☐

Evaluator's Comments:

System Administrator's Comments:

The signatures below indicate that the System Administrator and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

System Administrator's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position: Teacher Aide

Location: TBD

Reports to: Principal

Classification: Classified

Work Year: School Term

Salary: GEA Agreement

Summary or Purpose:

To work closely with students on a regular basis to provide them with the physical, emotional, and/or academic support they need to gain full benefits from the district's programs in regular education curriculum.

Qualification Requirements:

- High School Diploma
- Experience working with students preferred.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Assist classroom teacher in a supportive role.
2. Request assistance as needed following the appropriate chain of command.
3. Assist with curriculum planning and classroom management.
4. Shares in the responsibility for a clean, safe environment in the classroom.
5. Other duties as assigned.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Personnel.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____

GALENA CITY SCHOOL DISTRICT
Evaluation Form

Teacher Aide

Name _____ Date _____

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the Goal of this evaluation to effect change in the direction of continually increasing professional excellence.

Comments may be written at the end for any or all indicators:
E = Exemplary S = Satisfactory N = Needs Improvement

	E	S	N
Assist classroom teacher in a supportive role.	☐	☐	☐
Request assistance as needed following the appropriate chain of command.	☐	☐	☐
Assist with curriculum planning and classroom management.	☐	☐	☐
Shares in the responsibility for a clean, safe environment in the classroom.	☐	☐	☐
Other duties as assigned.	☐	☐	☐

Evaluator's Comments:

Teacher Aide's Comments:

The signatures below indicate that the Teacher Aide and evaluator have discussed this report and have received a copy. It does not necessarily indicate agreement with this report.

Evaluator's Signature _____ Date _____

Teacher Aide's Signature _____ Date _____

GALENA CITY SCHOOL DISTRICT

Position:	Teacher	**Location:**	TBD
Reports to:	Principal	**Classification:**	Certified Staff
Work Year:	190 / 187 days	**Salary:**	GEA Agreement

Summary or Purpose:

To create a flexible elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for upper elementary grade education, in accordance with each student's ability; and to establish good relationships with parents and other staff members.

Qualification Requirements:

- Bachelor's Degree in Education required.
- Alaska teacher certificate required.
- Cultural awareness, sensitivity, and knowledge of the cultures reflected required.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Techniques of Instruction

1. Provides consistent and effective instructional opportunities that meet the individual and specific needs of all students so they may participate successfully.
2. Assesses student progress during instructions and provides praise, criticism and suggestions toward learning goals.
3. Unit objectives are identified through practice tests, exemplars or demonstrations that are a regular part of instruction.
4. Lesson plans are specific and align with standards and/or learning objectives.

Classroom Management

1. Provides consistent and effective instructional opportunities that meet the individual and specific needs of all students so they may participate successfully.
2. Assesses student progress during instructions and provides praise, criticism and suggestions toward learning goals.
3. Unit objectives are identified through practice tests, exemplars or demonstrations that are a regular part of instruction.
4. Lesson plans are specific and align with standards and/or learning objectives.

Knowledge of Content

1. Identifies and accommodates multiple learning styles, individual differences and preferences suited to all level of learners.
2. Teaches the correct information for the standards accurately and clearly.
3. Utilizes varied communication tools and styles based on the individual needs of the learners.

Relationships with Students and Parents

1. Identifies varied strategies to motivate and connect with students and families to support and promote all student learning.
2. Maintains encouraging and supportive environment while demonstrating clear expectations of high standards for student performance.
3. Interacts and communicates in a culturally appropriate manner with parents and community to reach educational goals.

Professionalism

1. Continues toward professional growth and development.
2. Professional paperwork is taken care of in a timely manner.
3. Lesson plans are aligned with standards and GLE objectives.
4. Works positively and productively with co-workers.
5. Maintains student and staff confidentiality.

Formal Classroom Assessment

1. Uses assessments designed by objective.
2. Uses varied assessment formats.
3. Testing is purposefully planned and timed to meet the needs of all students.
4. Assessments are consistently managed to meet the needs of all students.
5. Purposefully monitors and re-teaches until standards are met.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk and hear. The employee is occasionally required to climb or balance.

The employee must regularly lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Environmental Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is occasionally required to travel to other cities around the state. The employee must be willing and able to fly in small and large commuter planes.

The noise level in the work environment is usually low to moderate.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____.

Reviewed and agreed to by: _____ Date: _____.
(Incumbent)

SHS & GILA Teacher Evaluation Procedures and Access to Documents

TEACHER EVALUATION PROCEDURES

Walk Throughs: At least one brief (5-15 minute) walk through twice monthly with written feedback for teachers.

Formal Evaluations: For tenured teachers, at least one formal evaluation observation (30-50 minute) made with prior knowledge of the teacher. For non-tenured teachers, at least two formal evaluation observations (30-50 minute) made with prior knowledge of the teacher.

- The time and date of the formal observation will be determined at a pre-observation meeting.
- A written evaluation document will be provided to the teacher in a post-observation meeting within three school days following each formal observation, unless circumstances beyond the control of either party preclude meeting the time unit.
- Upon completion of the formal evaluation post-observation meeting, both the evaluating administrator and the teacher will sign the document. Signing does not imply agreement with the evaluation; it does indicate receipt of the document.
- Following receipt of the written formal evaluation document, a period of five work days will be allowed for the teacher to respond in writing to the formal evaluation document. The evaluating administrator will not transmit the formal evaluation document to the teacher's file in the superintendent's office until such time has elapsed.
- The original copy of the formal evaluation document will be placed in the teacher's file in the superintendent's office and a paper copy or a PDF will be given to the teacher for his or her records.

The evaluator will follow the process below to complete the formal evaluation and to determine the level of support that the teacher will require:

1. **Gather and assess evidence (artifacts and observations) for each of the 16 components.** At the end of the observation cycle, the evaluator will assess all the evidences and/or artifacts available for a teacher to determine the ratings for each of the 16 components using *The Danielson Framework for Teaching (http://www.danielsongroup.org/).* The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

2. **Use component ratings to establish domain ratings.** To roll-up the 16 component ratings into four domain ratings, evaluators will use the following operating principles:
    a. ***Exemplary****:* A teacher should receive a domain rating of *Exemplary* if at least two of the domain's components are rated Exemplary, with the remaining components rated no lower than *Proficient*.
    b. ***Proficient****:* A teacher should receive a domain rating of *Proficient* if no more than one component is rated *Basic,* with the remaining components rated *Proficient* or *Exemplary.*
    c. ***Basic****:* A teacher should receive a domain rating of *Basic* if the teacher received no *Unsatisfactory* component rating and two or more *Basic* component ratings.
    d. ***Unsatisfactory****:* A teacher should receive a domain rating of *Unsatisfactory* if any one component is rated *Unsatisfactory.*

3. **Use domain ratings to establish level of support.** Using all four domain ratings to establish the level of support required, evaluators will use the following operating principles:
    a. ***Evaluation Alternative**:* Alaska law AS 14.20.149(b)(4) permits districts to "limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years." After the third year of having at least two domains rated as *Exemplary*, with the remaining domains rated no lower than *Proficient*, a tenured teacher qualifies for the Evaluation Alternative for the next school year. If, during the school year following the Evaluation Alternative year, the teacher again exceeds the district performance standards by having at least two domains rated as *Exemplary*, with the remaining domains rated no lower than *Proficient* during the formal evaluation, the Evaluation Alternative again is an option for that teacher for the next school year.
    b. ***Professional Focus**:* A teacher, in partnership with the evaluating administrator, may determine a teacher-specific Professional Focus for the following school year's formal evaluation process if at least three of the domains are rated as *Proficient* or *Exemplary*, with the remaining domain rated no lower than *Basic*.
    c. ***District Support/Plan of Professional Growth**:* A teacher should receive District Support or be placed on a Plan of Professional Growth if no domain is rated *Unsatisfactory* and two or more domains are rated *Basic.*
    d. ***Plan of Improvement**:* A teacher will follow a Plan of Improvement created by the district if any domain is rated *Unsatisfactory.*

Plan of Improvement: Alaska regulation 4 AAC 19.010(g) specifies that a teacher who receives a performance evaluation rating of unsatisfactory on one or more of the content standards has not met the district performance standards and must be placed on a plan of improvement, except if the teacher's performance warrants immediate dismissal under AS 14.20.170(a). Alaska statute 14.20.149(e) stipulates that the evaluating administrator shall consult with the teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in GCSD's locally adopted evaluation procedure. GCSD must formally evaluate the teacher at least twice during the course of the plan of improvement. If, at the conclusion of the plan of improvement, the teacher's performance again does not meet the district performance standards, the district may non-retain the teacher under AS 14.20.175(b)(1).

District Support/Plan of Professional Growth: Alaska regulation 4 AAC 19.010(h) says that, unless the district is not retaining the teacher, if a district gives a teacher a performance evaluation rating of basic on two or more of the content standards, the district …

- shall provide support and assistance, as determined by the district, for improvement on those standards, and
- may place the teacher on a plan of professional growth.

A plan of professional growth is a plan developed by the evaluating administrator, in consultation with the teacher to whom the plan applies, to provide the structure, assistance, and guidance for the teacher to improve in all criteria in which the teacher is performing at a basic level. The plan of professional growth must include …

- clear and specific performance expectations,
- a description of ways that the teacher's performance can be improved, and
- a duration determined by the district.

If, at the conclusion of a plan of professional growth, a teacher's performance on the standards in question is not proficient or exemplary, the district may place the teacher on a plan of improvement under AS 14.20.149(b)(6).

USE OF AND ACCESS TO EVALUATION DOCUMENTS

A teacher's evaluation documents are confidential and may not be publicly disclosed. The formal evaluation document may be reviewed upon request by the person evaluated or some other person(s) designated in writing by the person evaluated. An appointment should be scheduled with the superintendent's office for reviewing the formal evaluation document.

SHS & GILA Standard Evaluation Summary
Regular Education Teacher

Educator Name: Click here to enter text.

Subjects(s): Click here to enter text. Grade Level(s): Click here to enter text.

Administrator Name: Click here to enter text.

Formal Observation Dates (below)

Pre-Observation: Click here to enter a date.

Observation (30 minutes): Click here to enter a date.

Post-Observation: Click here to enter a date.

Informal Observation Dates (below)

Click here to enter a date.
Click here to enter a date.
Click here to enter a date.
Click here to enter a date.
Click here to enter a date.

It is the belief of the Galena City School District that evaluation can be an effective tool to improvement of performance. It is the goal of this evaluation to effect change in the direction of continually increasing professional excellence. The Charlotte Danielson domains and methodology are utilized as the foundation of this evaluation tool.

A teacher, in partnership with the evaluating administrator, must provide evidences and/or artifacts for all elements within a component not already observed by the evaluating administrator in order for any component to possibly be rated exemplary. Without evidences and/or artifacts for all of a component's elements, the highest rating a teacher can receive in each component is proficient. Having evidences and/or artifacts is no guarantee of an exemplary component rating.

KEY: U=Unsatisfactory (1 point); B=Basic (2 points); P=Proficient (3 points); E=Exemplary (4 points)

Domain 1: Planning and Preparation	U	B	P	E
Component 1a: *Demonstrating Knowledge of Students (Standard 3)*				
Elements: Child and adolescent development The learning process Students' skills, knowledge, and language proficiency Students special needs				
Component 1b: *Setting Instructional Outcomes (Standard 4)*				
Elements: Value, sequence, and alignment to Alaska State Standards and GCSD Curriculum Clarity Balance Suitability for diverse learners including IEP, ELL and other identified needs				
Component 1c: *Designing Coherent Instruction (Standard 4)*				
Elements: Learning activities Instructional materials and resources Instructional groups Lesson and unit structure				

SHS & GILA Standard Evaluation Summary
Regular Education Teacher

Component 1d: *Designing Student Assessments (Standard 5)*				
Elements: Congruence with outcomes Criteria and standards Formative assessments Use for planning				
Evidences and/or Artifacts for Component 1 Elements:				
Comments:				
Total Rating for Domain 1: ***(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)***	**U=1**	**B=2**	**P=3**	**E=4**

SHS & GILA Standard Evaluation Summary
Regular Education Teacher

Domain 2: The Classroom Environment	U	B	P	E
Component 2a: *Creating an Environment of Respect and Rapport (Standard 6)*				
Elements: Teacher interaction with students Student interaction with students				
Component 2b: Establishing a Culture of Learning (Standard 6)				
Elements: Importance of content and of learning Expectations for learning and achievement Student pride in work				
Component 2c: *Managing Classroom Procedures (Standard 6)*				
Elements: Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteer and paraprofessionals				
Component 2d: *Managing Student Behavior (Standard 6)*				
Elements: Expectations Monitoring behavior Response to misbehavior				
Evidences and/or Artifacts for Component 2 Elements:				
Comments:				
Total Rating for Domain 2: ***(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)***	**U=1**	**B=2**	**P=3**	**E=4**

SHS & GILA Standard Evaluation Summary
Regular Education Teacher

Domain 3: Instruction	**U**	**B**	**P**	**E**
Component 3a: Using Questioning and Discussion Techniques (Standard 6)				
Elements: Quality of questions and prompts Discussion techniques Student participation				
Component 3b: *Engaging Students in Learning (Standard 6)*				
Elements: Activities and assignments Student groups Instructional materials and resources Structure and pacing				
Component 3c: *Using Assessments in Instruction (Standard 6)*				
Elements: Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring				
Component 3d: *Demonstrating Flexibility and Responsiveness (Standard 2)*				
Elements: Lesson Adjustment Response to students Persistence				
Evidences and/or Artifacts for Component 3 Elements:				
Comments:				
Total Rating for Domain 3: ***(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)***	**U=1**	**B=2**	**P=3**	**E=4**

SHS & GILA Standard Evaluation Summary
Regular Education Teacher

Domain 4: Professional Responsibilities	U	B	P	E
Component 4a: *Maintaining Accurate Records*				
Elements: Student progress in learning				
Component 4b: *Communicating with Families*				
Elements: About instructional program About individual students Engagement of families in instructional program				
Component 4c: *Showing Professionalism*				
Elements: Integrity/ethical conduct Service to students Advocacy Decision making Compliance with school/district regulations				
Component 4d: *Growing and Developing Professionally*				
Elements: Enhancement of content knowledge and pedagogical skill Receptivity of feedback from colleagues				
Evidences and/or Artifacts for Component 4 Elements:				
Comments:				
Total Rating for Domain 4: ***(see page 1 of "Teacher Eval Procedures" doc for establishing Domain rating)***	**1**	**2**	**3**	**4**

SHS & GILA Standard Evaluation Summary
Regular Education Teacher

Educator Comments:
Administrator Comments:
Overall Score (Add all Domain points & then divide by 16): _____/16 points = _____%

Final Designation*: *(circle)	***Unsatisfactory* = ANY Domain Basic or below and Overall Score is <50%** ***Basic* = ANY Domain Basic or below and Overall Score is >=50%** ***Proficient* = ALL Domains Prof or higher and Overall Score is 75 to 85%** ***Exemplary* = ALL Domains Prof or higher and Overall Score is >85%**

Statement: *A formal conference was held on _____(date) with my evaluating administrator. I understand that I have five work days to study and prepare a response that will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.*

Educator signature: _____ Date: _____

Administrator signature: _____ Date: _____

GCSD Smart Card

PLANNING AND PREPARATION

1a Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of learning process
- Knowledge of students' skills, knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1b Setting Instructional Outcomes
- Value, sequence, and alignment to Alaska State Standards
- Clarity
- Balance
- Suitability for diverse learners including IEP, ELL and other identified needs.

1c Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1d Designing Student Assessments
- Use of research supported assessment practices
- Criteria and standards
- Formative assessments of learning, formal and informal
- Used for planning

CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture of Learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures and Behaviors
- Instructional groups
- Transitions
- Materials and supplies
- Non-instructional duties
- Supervision of volunteer and paraprofessionals

2d Managing Student Behavior
- Expectations
- Monitoring behavior
- Response to misbehavior

PROFESSIONAL RESPONSIBIITES

4a Maintaining Accurate Records
- Student progress in learning

4b Communicating with Families
- About instructional program
- About individual students
- Engagement of families in instructional program

4c Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

4d Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues

INSTRUCTION

3a Using Questioning and Discussion Techniques
- Quality of questions and prompts
- Discussion techniques
- Student participation

3b Engaging Students in Learning
- Activities and assignments
- Student groups
- Instructional materials and resources
- Structure and pacing

3c Using Assessments in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self assessment and monitoring

3d Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Students
- Persistence

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Students

Elements: Knowledge of development • Knowledge of learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Knowledge of child and adolescent development	Teacher demonstrates little or no knowledge of child development characteristics and has unrealistic expectations for students.	Teacher cites developmental theory but does not seek to integrate it into lesson planning.	Teacher knows, for groups of students their levels of cognitive development.	Teacher actively seeks knowledge of students' level of development and applies that knowledge to daily lessons.
Evidence:				
Knowledge of the learning process	Teacher demonstrates little or no knowledge of how students learn.	Teacher indicates the importance of understanding how students learn and attains this knowledge about the class as a whole.	Teacher understands how students learn and applies that knowledge to the individual needs of the class.	Teacher actively seeks new learning and engages in action research to generate data that drives purposeful differentiation in the classroom.
Evidence:				
Knowledge of students' skills, knowledge, and language proficiency	Teacher does not try to ascertain varied ability levels among students.	Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."	Teacher has identified "high," "medium" and "low" groups of students within the class.	Teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
Evidence:				
Knowledge of students' interest and cultural heritage	Teacher is not aware not aware of student interests and cultural heritage.	Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.	Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.	Teacher seeks out information about their cultural heritage from all students.
Evidence:				
Knowledge of students' special needs	Teacher takes no responsibility to learn about students' medical or learning disabilities	Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge	Teacher is aware of the special needs represented by students in the class.	Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lessons.
Evidence:				

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Setting Instructional Outcomes

Elements: Value, sequence, and alignment to AK Standards • Clarity • Balance • Suitability for diverse learners

LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Value, sequence, and alignment to Alaska State Standards	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline they are connected to a sequence of learning both in the discipline and in related discipline.
Evidence:				
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of students learning. Most suggest viable methods of assessment.	All outcomes are clear, written in the form of students learning and permit viable methods of assessment.
Evidence:				
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Evidence:				
Suitability for diverse learners (including IEP, ELL and other identified needs)	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of students learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
Evidence:				

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Learning activities	Learning activities are not designed for student engagement and/or not aligned with learning outcomes	Some of the learning activities are moderately engaging and are mostly aligned with the learning outcomes.	Most of the learning activities provide for a high level of cognitive activity and are aligned with learning outcomes.	All of the learning activities are aligned with instructional outcomes that result in high levels of student engagement with the content and of high level cognitive activity.
Evidence:				
Instructional materials and resources	Materials are not engaging or do not meet learning outcomes.	Learning resources are suitable, but there is limited variety	All of the materials and resources are suitable to students, support the learning outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are aligned to students' needs, support the learning outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of high level cognitive activity.
Evidence:				
Instructional groups	Instructional groups do not support the learning outcomes.	Instructional groups partially support the learning outcomes, and provide variety.	Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.	Learning activities are differentiated appropriately for individual students and groups are strategically varied with some opportunity for student choice.
Evidence:				
Lesson and unit structure	Lesson plans are not structured or sequenced and are unrealistic in their expectations.	The lesson or unit plans have a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit plans have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit plans are clear and allow for different pathways according to diverse student needs. The progression of activities is highly coherent.
Evidence:				

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Formative assessments of learning • Use for assessments in planning

LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Use of research supported assessment practices	Assessment procedures are not aligned with instructional outcomes and are not supported by research	Some of the instructional outcomes are assessed through research-supported practices, but many are not	All of the instructional outcomes are assessed through research-supported practices; alternative assessments may have been adapted for groups of students	Research-supported assessment is fully aligned with the instructional outcomes in both content and process. Alternative assessments have been adapted for individual students, as needed
Evidence:				
Criteria and standards	Assessment contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear and there is evidence that the students contributed to their development.
Evidence:				
Design of formative assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessments in a lesson or unit	Assessment procedures are partially congruent with instructional outcomes. The teacher's approach to using formative assessment only includes some of the instructional outcomes	All of the instructional outcomes may be assessed by the proposed assessment plan. The teacher has a well-developed strategy for using formative assessments and has designed particular approaches to be used.	All of the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The approach to using formative assessment is well designed and contains evidence of student contribution to its development. The assessments are adapted for each student according to his or her needs.
Evidence:				
Use for assessments in planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher has a plan to use assessment results for future instruction for groups of students.	Teacher has a plan to use assessment results for future individualized instruction.
Evidence:				

DOMAIN 2: CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interaction with other students

LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Evidence:				
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students rarely demonstrate disrespect for one another but may interrupt or talk over each other.	Student demonstrate respect for each other but may be hesitant to share or help.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
Evidence:				

DOMAIN 2: CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture of Learning
Elements: Importance of content and learning • Expectations for learning and achievement • Student pride in work

LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Expectations for learning and achievement	Teacher conveys that there is little or no purpose for the work or that the reasons for doing the work are external.	The teacher's energy for the work is neutral and only expects high levels of performance from some students.	The teacher communicates the importance of the content and that with hard work all students can master the material. There is an expectation of high student effort.	Teacher communicates passion for the subject and satisfaction in deep understanding of complex content.
Evidence:				
Student pride in work	Students exhibit little or no pride in their work.	Students exhibit a limited commitment to complete the work on their own.	Students expend significant effort to complete work of high quality.	Students indicate a desire to understand the content. They assist their classmates and take initiative in improving the quality of their work.
Evidence:				

DOMAIN 2: CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures and Behaviors

Elements: Instructional groups • Transitions • Materials and supplies • Non-Instructional duties • Supervision of volunteer and paraprofessionals

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Only some groups have students who are productively engaged.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity
Evidence:				
Management of transitions	Transitions are chaotic, with significant time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Evidence:				
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Materials and supplies are handled inefficiently, resulting in some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Evidence:				
Non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Evidence:				
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantial contribution to the classroom environment.

DOMAIN 2: CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior
Elements: Expectations • Monitoring behavior • Response to misbehavior

LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students and implemented successfully	Standards of conduct are clear to all students and appear to have been developed with student participation.
Evidence:				
Monitoring of student behavior	Student behavior is not monitored.	Teacher is generally aware of student behavior.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Evidence:				
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs.
Evidence:				

DOMAIN 3: INSTRUCTION

Component 3a: Using Questioning and Discussion Techniques

Elements: Quality of questions and prompts • Discussion techniques • Student participation

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Quality of questions and prompts	Questions are rapid fire, with a single correct answer and do not invite student thinking, e.g. "ask and blurt" style.	Teacher designs some questions to promote thinking, but many have a single correct answer.	Teacher uses open-ended questions inviting students to think and, or offer multiple possible answers.	Students initiate higher order questions. The teacher builds on and uses student responses to deepen student understanding.
Evidence:				
Discussion techniques	All discussion is between the teacher and a few students. Students are not invited to speak to each other.	Teacher invites students to speak to each other about questions or prompts but few do.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	Students extend the discussion, enriching it and inviting comments from their classmates. Students challenge one another's thinking respectfully.
Evidence:				
Student participation	Teacher does not ask students to explain their thinking	Only a small number of students participate in discussions. Teacher asks students to explain their thinking.	Teacher requires all students to respond to questions. Teachers asks students to justify their thinking.	Virtually all students are engaged in the discussions.
Evidence:				

DOMAIN 3: INSTRUCTION

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate for some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate for students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Evidence:				
Student Groups	Instructional groups are inappropriate for the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Evidence:				
Instructional materials and resources	Instructional materials and resources are unsuitable for the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Evidence:				
Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3c: Using Assessments in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Evidence:				
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors student progress through a single method.	Teacher monitors the progress of individual students through varied formative assessments.	Teacher actively and systematically monitors individual student learning through the use of multiple, varied formative assessments.
Evidence:				
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is vague, and its timing does not positively impact learning.	Teacher's feedback to students is timely, clear and positively impacts student learning.	Teacher's feedback to students is timely and students are able to make use of the feedback immediately.
Evidence:				
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
Evidence:				

DOMAIN 3: INSTRUCTION
Component 3d: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment • Response to students • Persistence

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to lesson when needed.
Evidence:				
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Evidence:				
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking effective approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from supervisors and colleagues.
Evidence:				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Maintaining Accurate Records
Element: Student progress in learning

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teachers system for maintaining information on student progress in learning is rudimentary ad only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
EVIDENCE:				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Communicating with families
Elements: About instructional programs • About individual students • Engagement of families in instructional program

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
About instructional programs	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher promotes and provides information to families, as appropriate, about the instructional program. Students can articulate their content learning goals.
Evidence:				
About individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher promotes and provides information to families on student progress. Response to family concerns is handled with great professional and cultural sensitivity.
Evidence:				
Engagement of families in instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students can contribute ideas for projects that could be enhanced by family participation.
Evidence:				

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES
Component 4c: Showing Professionalism
Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Evidence:				
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are consistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Evidence:				
Advocacy	Teacher makes no effort to resist negative attitudes or practices that result in some students being ill served by the school.	Teacher does not knowingly contributes to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, have an opportunity to succeed.
Evidence:				
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited, though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
Evidence:				
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Evidence:				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Growing and Developing Professionally
Elements: Enhancement of knowledge and pedagogical skill • Receptivity of feedback from colleagues

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXEMPLARY**
Enhancement of knowledge and pedagogical skill	Teacher is not involved in any activity that might enhance knowledge or skill.	Teacher participates in professional activities when there are required or provided by the district.	Teacher seeks out regular opportunities for continued professional development.	Teacher seeks regular opportunities for professional development including action research.
Evidence:				
Receptivity of coaching and or feedback from colleagues and supervisors.	Teacher purposefully resists discussing performance with supervisors or colleagues.	Teacher reluctantly accepts coaching and feedback from supervisors and colleagues.	Teacher welcomes colleagues and supervisors into their classroom for the purpose of coaching and feedback.	Teacher actively seeks coaching and feedback from supervisors and colleagues.
Evidence:				

Possible Indicators or Evidences

	Proficient	Exemplary
1a	*The teacher creates an assessment of students' levels of cognitive development.* *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.* *The teacher administers a student interest survey at the beginning of the school year.* *The teacher plans activities using his knowledge of students' interests.*	*The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.* *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.* *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
1b	*One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."* *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* *The learning outcomes include students defending their interpretation of the story with citations from the text.*	*The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.* *Students will develop a concept map that links previous learning goals to those they are currently working on.* *Some students identify additional learning.* *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*
1c	*The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.* *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.* *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*	*The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.* *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.* *After the cooperative group lesson, the students will reflect on their participation and make suggestions.* *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.* *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
1d	*The teacher knows that his students will have to write a persuasive essay on the state assessment; the plans to provide them with experiences developing persuasive writing as preparation.* *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.* *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.* *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*	*To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.* *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*

Possible Indicators or Evidences

	Proficient	Exemplary
2a	*The teacher greets students by name as they enter the class or during the lesson.* *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.* *Students attend fully to what the teacher is saying.* *Students wait for classmates to finish speaking before beginning to talk.* *Students applaud politely following a classmate's presentation to the class.* *Students help each other and accept help from each other.*	*The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.* *Students clap enthusiastically for one another's presentations for a job well done.*
2b	*The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."* *The teacher says, "This idea is really important! It's central to our understanding of history."* *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."* *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.* *Students get to work right away when an assignment is given or after entering the room.*	*The teacher says, "It's really fun to find the patterns for factoring polynomials."* *A student says, "I don't really understand why it's better to solve this problem that way."* *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.* *Students question one another on answers. A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
2c	*In small-group work, students have established roles; they listen to one another, summarizing different views, etc.* *Students move directly between large- and small-group activities.* *Students get started on an activity while the teacher takes attendance.* *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* *The teacher has an established attention signal, such as raising a hand or dimming the lights.* *One member of each small group collects materials for the table.* *There is an established color-coded system indicating where materials should be stored.* *Cleanup at the end of a lesson is fast and efficient.*	*Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* *A student reminds classmates of the roles that they are to play within the group.* *A student redirects a classmate to the table he should be at following a transition.* *Students propose an improved attention signal.* *Students independently check themselves into class on the attendance board.*
2d	*Upon a nonverbal signal from the teacher, students correct their behavior.* *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*	*A student suggests a revision to one of the classroom rules.* *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.* *The teacher speaks privately to a student about misbehavior.* *A student reminds her classmates of the class rule about chewing gum.*

Possible Indicators or Evidences

	Proficient	Exemplary
3a	*The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"* *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"* *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.* *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.* *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*	*A student asks, "How many ways are there to get this answer?"* *A student says to a classmate, "I don't think I agree with you on this, because..."* *A student asks of other students, "Does anyone have another idea how we might figure this out?"* *A student asks, "What if...?"*
3b	*Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.* *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.* *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.* *Students are asked to create different representations of a large number using a variety of manipulative materials.* *The lesson is neither rushed nor does it drag.*	*Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.* *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.* *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* *Students identify or create their own learning materials.* *Students summarize their learning from the lesson.*
3c	*The teacher circulates during small-group or independent work, offering suggestions to students.* *The teacher uses specifically formulated questions to elicit evidence of student understanding.* *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*	*The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.* *While students are working, the teacher circulates, providing specific feedback to individual students.* *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* *Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
3d	*The teacher says, "That's an interesting idea; let's see how it fits."* *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.* *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*	*The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."* *The teacher incorporates the school's upcoming championship game into an explanation of averages.* *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

Possible Indicators or Evidences

	Proficient	Exemplary
4a	*The teacher's gradebook records student progress toward learning goals.*	*When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
4b	*The teacher sends a weekly newsletter home (if applicable) to families that describes current class activities, community and/or school projects, field trips, etc.* *The teacher communicates at least monthly with parents and or RA's about student progress.* *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*	*Students create materials for Back-to-School Night that outline the approach for learning science.* *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian (if applicable).* *Students design a project on charting their family's use of plastics.*
4c	*The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.* *The teacher has decided to take some courses online and to share his learning with colleagues.* *The basketball coach is usually willing to chaperone or volunteer for service at after school events.*	*The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.* *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.* *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
4d	*The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.* *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.* *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*	*The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

The above examples are things administrators might see in classrooms or have evidence of to establish a score for Teacher Summative Reports.