

**Employment**

**Employment Application - Certificated Staff**

**APPLICATION FOR A CERTIFICATED POSITION**

The School District considers applicants for all positions without regard to race, color, religion, sex, national origin or disability. If you have a disability or handicap which may require accommodation for you to participate in our application process (including filling out this form, interviewing or any other pre-employment procedure or requirement), please make us aware of any accommodation you feel is necessary. If you have any inquiries, complaints or concerns about any pre-employment procedure or requirement, including completing this application, or about the District policy of non-discrimination, you may contact \_\_\_\_\_ at \_\_\_\_\_.

All applicants are expected to answer all questions on this application. Answer "none" or "not applicable" where necessary.

Date \_\_\_\_\_

Last Name	First Name	Middle Name
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Other names that may appear on your transcripts or records:

\_\_\_\_\_

Social Security Number \_\_\_\_\_

Current Address \_\_\_\_\_

	Street	City	State	Zip
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Current Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_

	Street	City	State	Zip
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Permanent Phone \_\_\_\_\_

Date Available \_\_\_\_\_

Certification: Type \_\_\_\_\_ (Life, PC1, Etc.) Other \_\_\_\_\_

State(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Expiration date(s) \_\_\_\_\_

Other information regarding your Certification and/or certification status: \_\_\_\_\_

Position(s) for which you are applying: \_\_\_\_\_

Subject(s) \_\_\_\_\_

Grade Level(s) \_\_\_\_\_

Are you available for substitute teaching? \_\_\_\_\_ Paraprofessional? \_\_\_\_\_

Extra duty positions you may be interested in sponsoring or coaching: \_\_\_\_\_

**Educational Preparation:**

	NAME & LOCATION	DATES OF ATTENDANCE	NAME OF DEGREE	MAJOR	OVERALL GPA
HIGH SCHOOL		N/A	N/A	N/A	N/A
COLLEGES/ UNIVERSITIES					

Teaching Experience (If none, list student teaching experience):

DISTRICT NAME & LOCATION	POSITION	DATES OF EMPLOYMENT	NUMBER OF YEARS	SUPERVISOR	PHONE

Other Work Experience:

EMPLOYER NAME & LOCATION	POSITION	DATES OF EMPLOYMENT	NUMBER OF YEARS	SUPERVISOR	PHONE

References:

NAME	ADDRESS	PHONE	POSITION

Employment Questions:

1. Have you ever been arrested for, or charged with or convicted of a felony or misdemeanor? (Exclude traffic offenses for which you were not sentenced to jail or for which the fine was less than \$100.00) \_\_\_\_\_
2. Have you ever pleaded guilty or no contest to a felony or misdemeanor? (Exclude traffic offenses for which you were not sentenced to jail or for which the fine was less than \$100.00) \_\_\_\_\_
3. Has the Missouri Division of Family Services or a similar agency in any other state or jurisdiction, ever issued a determination or finding of cause or reason to believe or suspect that you have engaged in physical, emotional, psychological or sexual abuse or neglect of a child? \_\_\_\_\_
4. Have you ever failed to be re-employed by an educational institution? \_\_\_\_\_

If the answer to any of the foregoing questions is "yes" please explain; use a separate sheet if necessary:

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**READ CAREFULLY BEFORE SIGNING**

I acknowledge and agree to the following provisions as conditions to consideration of my application for employment:

1. I hereby authorize my current and former employers and references to furnish any information about me and about my work experience. I release my current and former employers and references from any and all liabilities or damages of any nature as a result of providing such information. My current and former employers and references may rely on a signed copy of this release.
2. I understand and consent to having criminal and arrest records checks as well as background checks by the Missouri Division of Family Services as a condition for consideration of my application for employment.
3. I certify that the answers given in this application are true and complete to the very best of my knowledge. In the event I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after discovery of the false or misleading information.
4. I understand that this application will be considered active through April 30th. I understand that if I wish my candidacy to remain open after that date I must submit another application.

\_\_\_\_\_  
Signature \_\_\_\_\_  
Date

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**Do Not Write Below This Line - For Administrative Use Only**

Date received: Application \_\_\_\_\_ Credentials \_\_\_\_\_ Transcripts \_\_\_\_\_

Date interviewed: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

Date and time: Applicant notified \_\_\_\_\_

Date and time: Applicant accepted \_\_\_\_\_

Position offered: \_\_\_\_\_

Salary step and level: \_\_\_\_\_



**Employment**

**Applicant Notice: Certificated Position**

BEST SCHOOL DISTRICT  
123 MAIN STREET  
ANYWHERE, MO 00000  
(111) 123-4567, Fax (111) 789-1234

Dear Applicant:

Thank you for your interest in applying for a teaching position with the Best School District. We ask that the following items be addressed as a part of the application process:

1. Complete the enclosed teacher application form.
2. Enclose a copy of your latest transcript(s) with the application. An official copy of your transcript(s) will be required if you are employed.
3. Enclose a copy of your Missouri teaching certificate or verification of eligibility for a Missouri teaching certificate.
4. Request your placement file be sent to us, or enclose 4 to 5 recent letters of recommendation.
5. Two copies of the form for child abuse and criminal record checks are enclosed. One copy must be completed and submitted to the Missouri State Highway patrol for the name search (#1, \$5.00 fee). The other copy must be completed and submitted to the Missouri Division of Family Services (#3, no charge). Each agency will then return the form to the Best School District.

Your application will become active once all of the above information has been received. Your application will remain active until April 30th at which time you must resubmit a new application. Please call the Human Resource Office at (111) 123-4567 if you have any questions about the application process.

We have also enclosed our current salary schedule and a brochure explaining the many opportunities the Best School District has to offer to our teachers. Thank you again for your interest and we will be looking forward to receiving your application.

Sincerely,

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Assistant Superintendent for Human Resources

Enclosures

**Employment**

**Request for Criminal Record/Child Abuse or Neglect Check**

The copy of the Missouri Highway Patrol/DFS request form included herein has not been processed onto MCE's corresponding computer disk. Supplies of this form are available from the Missouri State Highway Patrol upon request.

Applicants should send one copy of the form with five dollars (\$5.00) to the Missouri State Highway patrol office. The other copy should be sent to the Missouri Division of Family Services (no fee required).

Each school district should place its own return address on the bottom of page one, so that information is returned directly to the requesting school district.

**PERSONNEL SERVICES**

**Form 4120.3**

**Employment**

**Request for Arrest Record**

Best School District  
123 Main Street  
Anywhere, MO 63000  
(111) 123-4567, Fax (111) 789-1234

Date

(Prosecuting attorney, highway patrol, police official, or other custodian of records for relevant jurisdiction)  
(Address)

RE: (Name of School District and employee or applicant)

Dear (Name):

Pursuant to sections 43.540, 610.100, and 610.120, Mo. Rev. Stat. (Supp. 1993), this letter requests a copy of the complete criminal record for (Name of employee or applicant, date of birth (if known), and social security number), who (has applied for employment with/is employed by) the School District. In accordance with the provisions of the foregoing sections, the School District requests copies of all records pertaining to arrests, charges, convictions, pleas of guilty or nolo contendere, suspended imposition or execution of sentence, findings of not guilty, and any and all other dispositions of any arrests of, or charges filed against, the above-named (employee/applicant).

If you have any questions or require additional information, please call.

Sincerely,

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Superintendent

**Employment**

**Employment Application - Certificated Staff: Administration**

**APPLICATION FOR AN ADMINISTRATIVE POSITION**

The School District considers applicants for all positions without regard to race, color, religion, sex, national origin or disability. If you have a disability or handicap which may require accommodation for you to participate in our application process (including filling out this form, interviewing or any other pre-employment procedure or requirement), please make us aware of any accommodation you feel is necessary. If you have any inquiries, complaints or concerns about any pre-employment procedure or requirement, including completing this application, or about the District policy of non-discrimination, you may contact \_\_\_\_\_ at \_\_\_\_\_.

All applicants are expected to answer all questions on this application. Answer "none" or "not applicable" where necessary.

Date \_\_\_\_\_

Last Name	First Name	Middle Name
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Other names that may appear on your transcripts or records:

\_\_\_\_\_

Social Security Number \_\_\_\_\_

Current Address \_\_\_\_\_

Street	City	State	Zip
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Current Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_

Street	City	State	Zip
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Permanent Phone \_\_\_\_\_

Date Available \_\_\_\_\_

Certification: Type \_\_\_\_\_ (Life, PC1, Etc.) Other \_\_\_\_\_

State(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Expiration date(s) \_\_\_\_\_

Other information regarding your Certification and/or certification status: \_\_\_\_\_

Position(s) for which you are applying: \_\_\_\_\_

**Educational Preparation:**

	NAME & LOCATION	DATES OF ATTENDANCE	NAME OF DEGREE	MAJOR	OVERALL GPA
HIGH SCHOOL		N/A	N/A	N/A	N/A
COLLEGES/ UNIVERSITIES					

**Teaching Experience:**

DISTRICT NAME & LOCATION	POSITION	DATES OF EMPLOYMENT	NUMBER OF YEARS	SUPERVISOR	PHONE

Administrative Experience:

DISTRICT NAME & ADDRESS	POSITION	DATES OF EMPLOYMENT	NUMBER OF YEARS	SUPERVISOR	PHONE

References:

NAME	ADDRESS	PHONE	POSITION

Employment Questions:

5. Have you ever been arrested for, or charged with or convicted of a felony or misdemeanor? (Exclude traffic offenses for which you were not sentenced to jail or for which the fine was less than \$100.00)\_\_\_\_\_
  
6. Have you ever pleaded guilty or no contest to a felony or misdemeanor? (Exclude traffic offenses for which you were not sentenced to jail or for which the fine was less than \$100.00)\_\_\_\_\_

7. Has the Missouri Division of Family Services or a similar agency in any other state or jurisdiction, ever issued a determination or finding of cause or reason to believe or suspect that you have engaged in physical, emotional, psychological or sexual abuse or neglect of a child? \_\_\_\_\_
8. Have you ever failed to be re-employed by an educational institution? \_\_\_\_\_

If the answer to any of the foregoing questions is "yes" please explain; use a separate sheet if necessary:

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**READ CAREFULLY BEFORE SIGNING**

I acknowledge and agree to the following provisions as conditions to consideration of my application for employment:

5. I hereby authorize my current and former employers and references to furnish any information about me and about my work experience. I release my current and former employers and references from any and all liabilities or damages of any nature as a result of providing such information. My current and former employers and references may rely on a signed copy of this release.
6. I understand and consent to having criminal and arrest records checks as well as background checks by the Missouri Division of Family Services as a condition for consideration of my application for employment.
7. I certify that the answers given in this application are true and complete to the very best of my knowledge. In the event I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after discovery of the false or misleading information.
8. I understand that this application will be considered active through April 30th. I understand that if I wish my candidacy to remain open after that date I must submit another application.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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**Do Not Write Below This Line - For Administrative Use Only**

Date received: Application \_\_\_\_\_ Credentials \_\_\_\_\_ Transcripts \_\_\_\_\_

Date interviewed: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

Date and time: Applicant notified \_\_\_\_\_

Date and time: Applicant accepted \_\_\_\_\_

Position offered: \_\_\_\_\_

Salary step and level: \_\_\_\_\_

**APPLICANT QUESTIONS**

Name: \_\_\_\_\_ Social Security # \_\_\_\_\_

Please respond to the following questions in your own handwriting.

1. Why did you decide to become an administrator and why are you seeking this position?

2. What student outcomes would you strive for as a administrator?

3. Write a brief autobiography focusing on the important people and events in your life.

**Employment**

**Applicant Notice - Administrative Position**

BEST SCHOOL DISTRICT  
123 MAIN STREET  
ANYWHERE, MO 00000  
(111) 123-4567, Fax (111) 789-1234

Dear Applicant:

Thank you for your interest in applying for an administrative position with the Best School District. We ask that the following items be addressed as a part of the application process:

1. Complete the enclosed application form.
2. Enclose a copy of your latest transcript(s) with the application. An official copy of your transcript(s) will be required if you are employed.
3. Enclose a copy of your Missouri teaching certificate or verification of eligibility for a Missouri teaching certificate.
4. Request your placement file be sent to us, or enclose 4 to 5 recent letters of recommendation. Also enclose a copy of your resume
5. Two copies of the form for child abuse and criminal record checks are enclosed. One copy must be completed and submitted to the Missouri State Highway patrol for the name search (#1, \$5.00 fee). The other copy must be completed and submitted to the Missouri Division of Family Services (#3, no charge). Each agency will then return the form to the Best School District.

Your application will become active once all of the above information has been received. Your application will remain active until April 30th at which time you must resubmit a new application. Please call the Human Resource Office at (111) 123-4567 if you have any questions about the application process.

We have also enclosed our current salary schedule and a brochure explaining the many opportunities the Best School District has to offer to our administrators. Thank you again for your interest and we will be looking forward to receiving your application.

Sincerely,

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Assistant Superintendent for Human Resources

Enclosures

**Employment**

**Employment Application - Support Staff**

**APPLICATION FOR A SUPPORT STAFF POSITION**

The School District considers applicants for all positions without regard to race, color, religion, sex, national origin or disability. If you have a disability or handicap which may require accommodation for you to participate in our application process (including filling out this form, interviewing or any other pre-employment procedure or requirement), please make us aware of any accommodation you feel is necessary. If you have any inquiries, complaints or concerns about any pre-employment procedure or requirement, including completing this application, or about the District policy of non-discrimination, you may contact \_\_\_\_\_ at \_\_\_\_\_.

All applicants are expected to answer all questions on this application. Answer "none" or "not applicable" where necessary.

Date \_\_\_\_\_

Last Name	First Name	Middle Name
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Other names that may appear on your transcripts or records:

\_\_\_\_\_

Social Security Number \_\_\_\_\_

Current Address \_\_\_\_\_

Street	City	State	Zip
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Current Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_

Street	City	State	Zip
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Permanent Phone \_\_\_\_\_

Date Available \_\_\_\_\_

Position(s) for which you are applying: \_\_\_\_\_

\_\_\_\_\_

Skills you possess pertaining to the position(s) for which you are applying: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Educational Preparation:**

	NAME & LOCATION	DATES OF ATTENDANCE	NAME OF DEGREE	MAJOR	OVERALL GPA
HIGH SCHOOL		N/A	N/A	N/A	N/A
COLLEGES/ UNIVERSITIES					
BUSINESS/ TRADE SCHOOLS					

**Work Experience:**

EMPLOYER NAME & LOCATION	POSITION	DATES OF EMPLOYMENT	NUMBER OF YEARS	SUPERVISOR	PHONE

References:

NAME	ADDRESS	PHONE	POSITION

Employment Questions:

9. Have you ever been arrested for, or charged with or convicted of a felony or misdemeanor? (Exclude traffic offenses for which you were not sentenced to jail or for which the fine was less than \$100.00) \_\_\_\_\_
  
10. Have you ever pleaded guilty or no contest to a felony or misdemeanor? (Exclude traffic offenses for which you were not sentenced to jail or for which the fine was less than \$100.00) \_\_\_\_\_
  
11. Has the Missouri Division of Family Services or a similar agency in any other state or jurisdiction, ever issued a determination or finding of cause or reason to believe or suspect that you have engaged in physical, emotional, psychological or sexual abuse or neglect of a child? \_\_\_\_\_
  
12. Have you ever failed to be re-employed by an educational institution? \_\_\_\_\_

If the answer to any of the foregoing questions is "yes" please explain; use a separate sheet if necessary:

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**READ CAREFULLY BEFORE SIGNING**

I acknowledge and agree to the following provisions as conditions to consideration of my application for employment:

9. I hereby authorize my current and former employers and references to furnish any information about me and about my work experience. I release my current and former employers and references from any and all liabilities or damages of any nature as a result of providing such information. My current and former employers and references may rely on a signed copy of this release.
10. I understand and consent to having criminal and arrest records checks as well as background checks by the Missouri Division of Family Services as a condition for consideration of my application for employment.
11. I certify that the answers given in this application are true and complete to the very best of my knowledge. In the event I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after discovery of the false or misleading information.
12. I understand that this application will be considered active through April 30th. I understand that if I wish my candidacy to remain open after that date I must submit another application.

\_\_\_\_\_  
Signature \_\_\_\_\_  
Date

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**Do Not Write Below This Line - For Administrative Use Only**

Date received: Application \_\_\_\_\_ Transcripts \_\_\_\_\_ Letters of Reference \_\_\_\_\_

Date interviewed: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

Date and time: Applicant notified \_\_\_\_\_

Date and time: Applicant accepted \_\_\_\_\_

Position offered: \_\_\_\_\_

Salary step and level: \_\_\_\_\_



**Employment**

**Applicant Notice - Support Staff**

BEST SCHOOL DISTRICT  
123 MAIN STREET  
ANYWHERE, MO 00000  
(111) 123-4567, Fax (111) 789-1234

Dear Applicant:

Thank you for your interest in applying for a support staff position with the Best School District. We ask that the following items be addressed as a part of the application process:

1. Complete the enclosed application form.
2. Enclose a copy of your latest transcript(s) with the application. An official copy of your transcript(s) will be required if you are employed.
3. Enclose a copy of your resume.
4. Request your placement file be sent to us, or enclose 4 to 5 recent letters of recommendation.
5. Two copies of the form for child abuse and criminal record checks are enclosed. One copy must be completed and submitted to the Missouri State Highway patrol for the name search (#1, \$5.00 fee). The other copy must be completed and submitted to the Missouri Division of Family Services (#3, no charge). Each agency will then return the form to the Best School District.

Your application will become active once all of the above information has been received. Your application will remain active until April 30th at which time you must resubmit a new application. Please call the Human Resource Office at (111) 123-4567 if you have any questions about the application process.

We have also enclosed our current salary schedule and a brochure explaining the many opportunities the Best School District has to offer to our support staff. Thank you again for your interest and we will be looking forward to receiving your application.

Sincerely,

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Assistant Superintendent for Human Resources

Enclosures

**PERSONNEL SERVICES**

**Form 4120.8**

**Employment**

**Employment Eligibility Verification Form (I-9)**

The I-9 form has not been processed onto this computer disk, but is available in copy form in the Forms Manual.

**Employment**

**Certificated Contracts: Permanent Teacher**

**PERMANENT TEACHER  
EMPLOYMENT CONTRACT**

The Board of Education of the \_\_\_\_\_ School District and \_\_\_\_\_ (hereinafter "teacher") agree that in exchange for a salary of \_\_\_\_\_ dollars (\$ \_\_\_\_\_ ) to be paid in equal installments according to Board of Education policy, teacher agrees to provide teaching, supervisory and other professional services beginning (date), 20\_\_\_\_ for a term of \_\_\_\_\_ days (the number of days in the District's school year).

Teacher further agrees that at all times during the term of this contract, teacher will:

1. Maintain appropriate teacher certification;
2. Comply with all laws of the State of Missouri; and
3. Comply with District policies and regulations as well as with administrative directives.

Teacher acknowledges that copies of the District policies and regulations have been made available and teacher acknowledges awareness of such policies and regulations.

This contract will continue in force from year to year unless modified or terminated in accordance with the provisions of Chapter 168 RSMo.

Teacher	Date
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Board of Education	Date
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President	Date
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Secretary	Date
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**Employment**

**Certificated Contracts: Probationary Teacher**

**PROBATIONARY TEACHER  
EMPLOYMENT CONTRACT**

The Board of Education of the \_\_\_\_\_ School District and \_\_\_\_\_ (hereinafter "teacher") agree that in exchange for a salary of \_\_\_\_\_ dollars (\$ \_\_\_\_\_) to be paid in equal installments according to Board of Education policy, teacher agrees to provide teaching, supervisory and other professional services beginning (date), 20\_\_\_\_ for a term of \_\_\_\_\_ days (the number of days in the District's school year).

Teacher further agrees that at all times during the term of this contract, teacher will:

1. Maintain appropriate teacher certification;
2. Comply with all laws of the State of Missouri; and
3. Comply with District policies and regulations as well as with administrative directives.

Teacher acknowledges that copies of the District policies and regulations have been made available and teacher acknowledges awareness of such policies and regulations.

The term of this contract is for a period of one (1) school year.

Teacher will be notified on or by April 15 of the school year concerning whether teacher will be employed for the succeeding school year.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

**Employment**

**Certificated Contracts: Building Administrator**

**BUILDING ADMINISTRATOR  
EMPLOYMENT CONTRACT**

It is hereby agreed by and between the Board of Education of \_\_\_\_\_ School District, County of \_\_\_\_\_, State of Missouri (hereinafter "Board") and \_\_\_\_\_ (hereinafter "Principal") that the said Board has and does hereby employ for a period of \_\_\_\_\_ years, commencing July 1, \_\_\_\_\_. Both parties agree that said employee shall perform the duties of Principal of \_\_\_\_\_ School in and for the public schools of said District, as prescribed by the laws of the State of Missouri, and by the rules and regulations made thereunder by the Board of Education of said District.

**WITNESSETH:**

1. That in consideration of an annual salary of \_\_\_\_\_ (\$\_\_\_\_\_) for the \_\_\_\_\_ contract year; and annual salary of \_\_\_\_\_ (\$\_\_\_\_\_) for the \_\_\_\_\_ school year, and annual salary for the \_\_\_\_\_ school year to be paid annually in twelve equal monthly installments, the Principal agrees to perform faithfully the duties and obligations of the Principal of the \_\_\_\_\_ School required by the laws of the State of Missouri and rules, regulations, and policies of the Board of Education which are existing or which may hereafter be created by the \_\_\_\_\_ Board of Education.
2. The Principal agrees to devote his/her full time, skill, labor, and attention to his/her employment during the term of this contract, and will not engage in any pursuit which interferes with the proper discharge of his/her duties. However, subject to the foregoing, the Principal will be permitted to make presentations at educational conferences and to teach at local colleges and universities with prior notice to and consent of the Board.
3. The Board shall provide the Principal with personal and family medical and dental insurance and any other personal benefits accorded to other professional employees of the District. Any improvements in fringe benefits provided collectively to other professional employees will automatically apply to the Principal.
4. The Board shall provide the Principal with a personal life insurance policy in an amount not less than \_\_\_\_\_ Dollars (\$\_\_\_\_\_).

5. The Principal shall join national and state professional organizations related to his/her principalship and such other professional, educational organizations required by the Board. In addition, the principal shall attend appropriate professional meetings at the local, state, and national levels. The Board shall pay the cost of such memberships and shall pay for at least one national conference and one state conference every other year.

6. The Principal shall receive \_\_\_\_\_ (\_\_\_\_\_) days vacation annually, exclusive of legal holidays. Vacation shall be taken within the twelve months of the year in which it is earned and shall not be cumulative.

7. The Principal shall receive \_\_\_\_\_ (\_\_\_\_\_) days of sick leave per year, and said sick leave is cumulative, as provided by Board Policy.

8. The Principal will furnish a valid and appropriate certificate to act as a Principal in the State of Missouri.

9. The Board of Education shall defend, hold harmless and indemnify the Principal from any and all demands, claims, suits, actions, and legal proceedings brought against the Principal in his/her individual capacity, or in his/her official capacity as agent and employee of the Board of Education, provided the incident giving rise to such demands, claims, suits, actions, and legal proceedings arose while the Principal was acting within the scope of his/her employment.

10. Throughout the term of this contract, the Principal shall be subject to discharge for just cause, provided however, that the Board does not arbitrarily or capriciously call for his/her dismissal.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

**Employment**

**Extra Duty/Extended Duty Contract**

*[SCHOOL DISTRICT]*

**EXTRA DUTY/EXTENDED DUTY  
CONTRACT**

The Board of Education of the [*School District*] and           (employee's name)           (hereinafter "employee") agree that in exchange for a salary of                      dollars (\$                    ) to be paid in equal installments according to Board of Education policy, employee agrees to perform the extra duties and/or extended duties set out below for the 20     -      school year.

This contract is for the term of one school year. The decision to offer succeeding contracts is solely at the discretion of the Board.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

**Personnel Assignment and Transfer**

**Compensatory Time Off Agreement**

**COMPENSATORY TIME OFF AGREEMENT**

In accordance with the Fair Labor Standards Act, the School District has a policy of granting nonexempt employees compensatory time off in lieu of compensation for hours worked in excess of forty (40) hours per workweek. I understand and agree that the School District may elect to give me compensatory time at the rate of one and one-half (1 1/2) hours for all hours worked in excess of forty (40) hours per workweek. I also understand that the compensatory time may be limited, used or paid out consistent with the provisions of the School District's policy, applicable law and regulations of the U.S. Department of Labor. I also understand that I have the right to use the accumulated compensatory time within a reasonable time provided that I submit a written request for the same to my immediate supervisor no later than two (2) weeks in advance of the requested period, and further provided that the use of compensatory time during the requested period will not unduly disrupt academic instruction and/or the provision of academic services in the School District.

\_\_\_\_\_  
Name of Employee

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**PERSONNEL SERVICES**

**Form 4321**

**Absences, Leaves and Vacation**

**FMLA: Certification of Health Care Provider**

The FMLA Certification of Health Care Provider form has not been processed onto this computer disk, but is available in copy form in the Forms Manual.

**PERSONNEL SERVICES**

**Form 4321.1**

**Absences, Leaves and Vacation**

**FMLA: Employer Response to Employee Request for Leave**

The FMLA Employer Response to Employee Request for Leave form has not been processed onto this computer disk, but is available in copy form in the Forms Manual.

**PERSONNEL SERVICES**

**Form 4321.2**

**Absences, Leaves and Vacation**

**FMLA: Notice of Rights Under FMLA**

A copy of the Department of Labor's notice of rights has been included in this manual, but it has not been processed onto MCE's corresponding computer disk. Copies may be made of the enclosed notice, or additional copies may be requested from the U.S. Department of Labor, Wage and Hour Division.

**SUMMATIVE EVALUATION REPORT**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

\_\_\_\_\_

**PERFORMANCE AREA A: STUDENT ACHIEVEMENT**

\_\_\_\_\_

**Criteria** \_\_\_\_\_ **Levels of Achievement**

(Select criteria and corresponding performance levels from Evaluation Criteria Bank Form 4610.1 if desired).

	<b>Detrimental To Students</b>	<b>Neutral Impact on Students</b>	<b>Positive Contribution To Students</b>	<b>Substantial Contribution To Students</b>	<b>Exceptional Contribution To Students</b>
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**PERFORMANCE AREA B: STUDENT MOTIVATION/DEVELOPMENT**

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**Criteria**

**Levels of Achievement**

(Select criteria and corresponding performance levels from Evaluation Criteria Bank Form 4610.1 if desired).

<b>Detrimental To Students</b>	<b>Neutral Impact on Students</b>	<b>Positive Contribution To Students</b>	<b>Substantial Contribution To Students</b>	<b>Exceptional Contribution To Students</b>
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## PERFORMANCE AREA C: COLLABORATION FOR STUDENT GROWTH

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### Criteria

### Levels of Achievement

(Select criteria and corresponding performance levels from Evaluation Criteria Bank Form 4610.1 if desired).

**Detrimental  
To Students**

**Neutral  
Impact on  
Students**

**Positive  
Contribution  
To Students**

**Substantial  
Contribution  
To Students**

**Exceptional  
Contribution  
To Students**

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**PERFORMANCE AREA D: ENHANCEMENT OF PROFESSIONAL VALUE**

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**Criteria**

**Levels of Achievement**

(Select criteria and corresponding performance levels from Evaluation Criteria Bank Form 4610.1 if desired).

<b>Detrimental To Students</b>	<b>Neutral Impact on Students</b>	<b>Positive Contribution To Students</b>	<b>Substantial Contribution To Students</b>	<b>Exceptional Contribution To Students</b>
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**TEACHER COMMENTS:**

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**EVALUATOR COMMENTS:**

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**PROBATIONARY TEACHER**

\_\_\_\_\_ Recommended for Reemployment  
Reemployment  
\_\_\_\_\_ Recommended with Reservation  
Reservation  
\_\_\_\_\_ Not Recommended

**PERMANENT TEACHER**

\_\_\_\_\_ Recommended for  
\_\_\_\_\_ Recommended with  
\_\_\_\_\_ Not Recommended

Date Discussed \_\_\_\_\_

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Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Performance Evaluation**

**Certificated Personnel-Bank of Evaluation Criteria/Descriptors**

The following criteria are suggested for use with the Evaluation Form (4610). Criteria may be supplemented and should be selected to reflect each District’s educational goals.

**PERFORMANCE AREA A: STUDENT ACHIEVEMENT – OUTCOMES**

1. Student achievement on state testing:

**Performance Levels**

1	2	3	4	5
20% of students show regression over past year.	10% of students show regression over past year.	Students achieve consistently at expected level.	70% of students demonstrate mastery level.	80% of students demonstrate mastery level.

2. Student activities in the classroom:

**Performance Levels**

1	2	3	4	5
Students are involved in only one or two of the same activities.	Students are involved in using the same or similar materials.	Students are involved in different activities and use different materials.	Students are able to choose from a variety of activities and materials.	Students are able to choose from outside sources.

3. Student’s use of instructional time:

**Performance Levels**

1	2	3	4	5
Students do not pay attention to the instructor or do the assigned lesson.	Students show some interest during the lesson and use part of the time for the activities.	Students are attentive to the instruction and participate in the activities.	Students are continuously focused on the instruction and the activities.	Students are able to continue their activities after school or during other allotted times during the day.

4. Student knowledge of the subject matter:

**Performance Levels**

1	2	3	4	5
The students are not able to participate in the class discussions or pass the examinations because of a lack of knowledge of the subject matter.	50% of the students respond correctly during class discussions, class activities and examinations.	90% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussions, activities and examinations.	90% of the students are able to demonstrate/achieve a grade of "C" or higher.	The students are able to demonstrate an application of their knowledge to other subject areas and situations outside of the school setting.

5. Student knowledge of the learning process:

**Performance Levels**

1	2	3	4	5
Students generally recite/respond at the knowledge level.	Students generally recite/respond at the comprehension level.	Students generally recite/respond at the application level.	Students generally recite/respond at the analysis level.	Students generally recite/respond at synthesis and evaluation levels.

6. Demonstrates flexibility in meeting student needs:

**Performance Levels**

1	2	3	4	5
Relies on standard materials and techniques regardless of composition of class.	Occasionally responds to student differences.	Recognizes student differences and attempts to meet needs.	Recognizes student differences and incorporates individual learning programs.	Individually plans and implements learning programs for each student.

7. Demonstrates ability to communicate with students:

**Performance Levels**

1	2	3	4	5
Ineffective in student communication.	Communicates to students rather than with students.	Communicates factually correct information.	Contributes to communication with teacher enthusiasm.	Fosters a positive relationship where communication is sought by students.

8. Demonstrates ability to listen to students:

**Performance Levels**

1	2	3	4	5
Insensitive to students' concerns and opinions.	Hears what teacher wants to hear.	Listens to students' questions and comments.	Communicates an interest and appreciation of students' opinions and feelings.	Sensitive to verbal and nonverbal communication; warmly encourages student input.

9. Individualizes learning activities to meet student needs:

**Performance Levels**

1	2	3	4	5
Instruction rarely varies with differences in student ability.	Occasionally varies activities without connection to specific needs.	Occasionally varies activities because of specific student needs.	Consistently adjusts learning activities and materials because of individual student needs.	Develops and implements an individual learning plan for each student.

10. Presents accurate material and information:

**Performance Levels**

1	2	3	4	5
Demonstrates an inadequate knowledge of subject matter	Indifferent to accuracy and relevancy of materials presented.	Demonstrates competency in areas taught.	Presents supplemented materials to motivate students.	Utilizes outside resources to further the substance of instruction.

11. Motivates students to learn:

**Performance Levels**

1	2	3	4	5
Discourages and demeans students' attempts to learn.	Shows little or no evidence of positive reinforcement	Inconsistently encourages and rewards students.	Students are consistently and appropriately encouraged to achieve learning objectives.	As a result of teacher interventions, students achieve beyond past achievement levels.

12. Answers student questions appropriately and in a manner that expands and clarifies information:

**Performance Levels**

1	2	3	4	5
Responds, if at all, in demeaning or condescending manner.	Provides inadequate answers.	Provides basic information.	Solicits further inquiry by answer.	Expands the question into further inquiries.

13. Utilizes a variety of instructional methods and materials to enhance, motivate student learning and to meet different learning styles:

**Performance Levels**

1	2	3	4	5
Relies for the most part on a single instructional method.	Occasionally utilizes different methods and materials.	Uses methods and materials that are relevant and appropriate to learning objectives.	Regularly varies methods and materials to meet the individual needs of students.	Regularly utilizes resources outside of the school setting.

14. Utilizes instructional time:

**Performance Levels**

1	2	3	4	5
Frequently late or unprepared to utilize assigned instructional time.	Demonstrates inability to effectively plan for full use of allotted time.	Learning occupies allotted instructional time.	Students exhibit self-discipline and motivation in utilizing instructional time.	Students seek out teacher assistance and demonstrate self-direction in pursuing goals outside of class time.

15. Demonstrates a knowledge of subject matter:

**Performance Levels**

1	2	3	4	5
Presents factually inaccurate information.	Demonstrates a superficial knowledge of subject matter.	Demonstrates adequate knowledge, but inability to apply knowledge.	Engages students in active discussion of all facets of material.	Demonstrates an enthusiasm for the material in multiple applications.

16. Provides students with continual evaluative feedback:

**Performance Levels**

1	2	3	4	5
Evaluative feedback is inaccurate or misleading.	Feedback generally limited to grade reports.	Provides general feedback, i.e., percentage or grade letter in tests and projects.	Gives continuous information to students about positive aspects of work and specific ways to improve.	Regularly reviews progress on each student's learning goals with the student.

17. Encourages students to develop individual learning goals:

**Performance Levels**

1	2	3	4	5
Indifferent to individual student goals.	Over reliance on standard grade-level goals.	Passively discusses individual goals.	Actively encourages and assists students in developing individual learning goals.	Instills in students a strong interest in developing their own individual learning goals.

18. Prepares effective and appropriate lesson plans and learning experiences:

**Performance Levels**

1	2	3	4	5
Does not prepare for instruction.	Inconsistently prepares for instruction.	Regularly prepares for instruction.	Prepares lesson plans that are tailored to the specific needs of students and course objectives.	Prepares and implements individual learning plans.

19. Prepares learning activities that reflect District curriculum objectives and desired learner outcome:

**Performance Levels**

1	2	3	4	5
Uses same plans from year to year.	Indifferent to District curriculum.	Utilizes District curriculum.	Modifies District curriculum to meet individual student needs.	Plays a leadership role in developing curriculum to enhance learner outcomes.

20. Utilizes present student performance levels to plan for new learning activities:

**Performance Levels**

1	2	3	4	5
Unaware of students' current performance levels.	Aware of performance levels, but fails to utilize for planning purposes.	Uses current performance levels for group planning.	Uses current performance levels for individual planning.	Uses current performance levels to prepare individual student learning plans.

21. Provides learning experiences that foster higher order thinking:

**Performance Levels**

1	2	3	4	5
No imagination or variety in instruction.	Over reliance on lecture and fact acquisition.	Combines learning activities that allow students to utilize reasoning and problem-solving skills.	Instruction and materials focus on analysis and understanding.	Students seek out experiences and display ability to analyze and refocus learning inquiry.

22. Integrates available technology throughout learning activities:

**Performance Levels**

1	2	3	4	5
Unfamiliar with existing technology.	Use of technology demonstrates little relationship to learning goals.	Integrates technology into learning activities.	Technology integral part of learning activities.	Students demonstrate confidence and creativity in using technology to achieve learning objectives.

**PERFORMANCE AREA B: STUDENT MOTIVATION/DEVELOPMENT-OUTCOMES**

1. Maintains a positive classroom environment:

**Performance Levels**

1	2	3	4	5
Belittles and embarrasses students.	Unresponsive to student needs and concerns.	Meets students' needs in impersonal manner.	Creates an atmosphere in which students feel that their ideas and expressions are valued.	Teaches in an environment where students are valued for their uniqueness and for their contributions.

2. Motivates students to model positive behavior:

**Performance Levels**

1	2	3	4	5
Treats students with a lack of respect.	Responds to student misconduct physically or with loud/demeaning words.	Controls classroom behavior.	Models positive interrelationships with students, parents, and colleagues.	Controls student behavior by actively involving students in activities.

3. Demonstrates personal concern for welfare and success of students:

**Performance Levels**

1	2	3	4	5
Indifferent to students.	Avoids responsibility for student welfare and success.	Open to student needs and problems.	Accepts responsibility and accountability for welfare, behavior, and academic success of students.	Consistently involved in assisting students with problem resolution and academic success.

4. Students' ability to be self-directed:

**Performance Levels**

1	2	3	4	5
Students have to rely on the teacher for direction.	Students start activities, but do not complete them.	Students carry through with activities.	Students seek more challenging activities.	Students suggest expansion and refocus of the activities.

5. Student self-esteem:

**Performance Levels**

1	2	3	4	5
Students avoid talking with the teacher.	Students avoid talking with their classmates.	Students interact with their teacher and classmates.	Students exhibit trust in their teacher and classmates by seeking assistance.	Students model trust and sensitivity to their teacher and classmates.

6. Student enthusiasm for the subject matter:

**Performance Levels**

1	2	3	4	5
Students do not show any interest in the subject matter.	Students express displeasure for the subject matter.	Students show some enthusiasm about the subject matter.	Students seek additional information and activities related to the subject matter.	Students find outside resources associated with the subject matter.

7. Motivates students to respect classmates:

**Performance Levels**

1	2	3	4	5
Indifferent to interactions between students.	Over-reliance on interventions in negative interactions.	Maintains a positive relationship among students.	Models positive interactions with students, parents, and colleagues.	Teacher demeanor and conduct fosters positive student interaction.

8. Contributes to student self-confidence:

**Performance Levels**

1	2	3	4	5
Demeans and belittles students.	Fails to recognize student achievement.	Inconsistently praises students and student work.	Consistently praises students and student work.	Creates an atmosphere where students freely encourage and recognize classmate's achievement.

9. Student attitude toward the teacher:

**Performance Levels**

1	2	3	4	5
Students are disrespectful.	Students show no concern.	Students are friendly.	Students are positive.	Students show high regard.

10. Communicates an appreciation and an enthusiasm for the subject matter:

**Performance Levels**

1	2	3	4	5
Indifferent to teaching and students.	Performs minimum requirement.	Communicates an enjoyment of the subject matter to students.	Students manifest excitement for learning.	Students seek out additional areas of related investigation.

11. Organizes the classroom learning environment to ensure that students are actively motivated to learn:

**Performance Levels**

1	2	3	4	5
Shows little interest in organizing classroom.	Inconsistently manages classroom environment.	Maintains a functional classroom.	Adjusts the environment to provide a variety of learning activities.	Uses a wide variety of outside resources to motivate learning.

12. Provides clear directions for learning activities:

**Performance Levels**

1	2	3	4	5
Students display lack of understanding of teacher expectations.	Directions are vague, ambiguous, or confusing.	Direction provided that is geared to student accomplishment of objectives.	Students display confidence in carrying out instructional activities.	Students suggest expansion and refocus of learning activities.

13. Recognizes and effectively responds to crisis situations:

**Performance Levels**

1	2	3	4	5
Avoids personal involvement in student crisis situations.	Insensitive to problems and symptoms of potential problems.	Recognizes manifestation of student problems.	Students exhibit trust in confiding in teacher and in seeking assistance from the teacher.	Students model teacher sensitivity by exhibiting sensitivity to other students.

**PERFORMANCE AREA C: COLLABORATION FOR STUDENT GROWTH-OUTCOMES**

1. Demonstrates commitment of personal time to student needs:

**Performance Levels**

1	2	3	4	5
Commits only to scheduled instructional time.	Commits only to time limits of "School Day".	Upon request schedules time outside of school day to assist students.	Affirmatively makes time available to students and parents.	Teacher is sought out for and provides assistance to students outside of normal school day.

2. Student growth through collaboration:

**Performance Levels**

1	2	3	4	5
Students only have contact with the teacher during the assigned class time.	Students have contact with the teacher during the teacher's planning period.	Students may arrange to see the teacher at a convenient time during the school day.	Students may arrange to see the teacher before or after school.	Students may call the teacher in crisis situation.

3. Student/teacher/parent involvement:

**Performance Levels**

1	2	3	4	5
Students do not involve their parents with their work.	Students avoid having their parents call the teacher.	Students encourage their parents to have some contact with the teacher.	Students encourage their parents to have regular communication with the teacher to discuss both positive and negative aspects of student behavior and academic progress.	Students encourage their parents to meet regularly with the teacher to discuss learning activities and student progress.

4. Student communication regarding evaluation:

**Performance Levels**

1	2	3	4	5
Students do not take their work home to their parents.	Students do not inform their parents of their grades.	Students take their grade cards home to their parents.	Students take their daily and weekly work, progress reports and grade cards home to their parents.	Students involve their parents on regular basis with their work and communication with the teacher.

5. Student application of skills to other areas:

**Performance Levels**

1	2	3	4	5
Students do not relate any of the work from one class to another.	Students do not discuss their class work with other teachers.	Students show some transfer of skill from one class to another through class assignments and activities.	Students seek assistance from a teacher for a project in another class.	Students work on one or more projects that involve skills from two or more classes.

6. Student learning:

**Performance Levels**

1	2	3	4	5
Students learn mainly on their own with little direction from the teacher.	Students do not follow any plan with outlined objectives.	Students follow a course outline.	Students meet with the teacher to add some of their own interests to the course outline.	Students have their parents and the teacher meet to develop an academic plan.

7. Builds positive interrelationships with students and parents:

**Performance Levels**

1	2	3	4	5
Interactions tend to be negative in nature.	Intermittently shows sensitivity to students and parents.	Demonstrates sensitivity to all students and parents.	Willingly provides extra efforts to assist parents and students.	Involves parents and students in developing learning plans.

8. Collaborates with colleagues to manage school learning goals:

**Performance Levels**

1	2	3	4	5
Operates independently of staff.	Intermittently interacts with staff for goal achievement.	Works when requested on common goal achievement.	Provides a leadership role in achieving learning goals.	Has achieved notable successes in leading teamwork on learning goals.

9. Notifies parents and administrators in a timely manner of student behavior, emotional, and academic problems:

**Performance Levels**

1	2	3	4	5
Fails to communicate with parents or administrators.	Communicates with administrators only to solve behavior problems.	Regularly notifies administrators and parents of student difficulties.	Communicates with administrators and parents about problems and accomplishments.	Involves parents, students, administrators, and colleagues in enhancing student learning.

10. Works collaboratively with parents in student development:

**Performance Levels**

1	2	3	4	5
Avoids parental involvement in learning process.	Communication limited to responses to parent calls.	Occasionally initiates contact with parents.	Consistently communicates with parents regarding positive and negative aspects of student behavior and academic progress.	Meets regularly with students and parents to discuss learning activities and student progress.

11. Involves parents and colleagues in resolving learning and behavior issues:

**Performance Levels**

1	2	3	4	5
Does not solicit assistance in resolving classroom problems.	Relies almost exclusively on building principals to resolve classroom problems.	Informs parents of academic and behavioral problems.	Enlists parents and colleagues in developing intervention plans.	Initiates and implements individual learning plans for each student.

12. Works collaboratively with colleagues in student development:

**Performance Levels**

1	2	3	4	5
Works independently of colleagues.	Interactions primarily of a social nature rather than student driven.	Participates by attending faculty, grade level/department meetings.	Initiates contact with colleagues about ways to assist specific students.	Is sought out by colleagues and readily shares ideas for assisting students.

13. Communicates learning objectives and plans to students and parents:

**Performance Levels**

1	2	3	4	5
Relies on standard lesson plans.	Occasionally modifies plans to suit class composition.	Informs students of the objectives in class.	Advises parents and students of learning objectives.	Involves parents and students in developing learning objectives.

14. Provides parents with timely evaluation information:

**Performance Levels**

1	2	3	4	5
Provides no evaluative feedback.	Rarely contacts parents to inform of student progress.	Communicates with parents of students with significant learning problems.	Communicates with parents of all students with evaluative data that is positive and negative.	Regularly interacts with parents and involves parents in learning activities.

15. Share ideas, materials, and methods with colleagues:

**Performance Levels**

1	2	3	4	5
Infrequently interacts with colleagues in learning activities.	Insecure in relationships with colleagues.	Open to sharing when requested by colleagues.	Actively seeks out input from colleagues.	Teacher confident and secure in seeking to enhance learning opportunities for all students.

16. Demonstrates a willingness to learn from colleagues, students, parents, and community members:

**Performance Levels**

1	2	3	4	5
Self-focused teaching.	Insensitive to ability of others to improve quality of teacher's performance.	Listens to input from outside sources.	Seeks out input from a variety of sources to enhance student learning experience.	Learning activities and student performance reflect diversity of input in planning learning activities.

**PERFORMANCE AREA D: ENHANCEMENT OF PROFESSIONAL VALUE-OUTCOMES**

1. Responds in a constructive manner to recommendations from District administrators:

**Performance Levels**

1	2	3	4	5
Often hostile to administrative directives.	Indifferent to administrative directives.	Complies with administrative directives.	Solicits suggestions for improvement.	Takes pride in colleague, school and District accomplishments.

2. Assumes responsibilities for school activities outside of the classroom:

**Performance Levels**

1	2	3	4	5
Rarely attends school activities.	Rarely plays a leadership role in outside activities.	Assumes responsibilities when requested.	Volunteers to assume/continue to sponsor outside school activities.	Has assisted student groups to achieve significant individual/group goals.

3. Complies with District policies and regulations, school policies, and administrative directives:

**Performance Levels**

1	2	3	4	5
Routinely fails to comply.	Indifferent to policies and directives.	Complies with policies and directives when requested.	Provides services to students above what is required.	Serves as a positive force in maintaining a high staff morale.

4. Contributes to continuity of learning by regular attendance:

**Performance Levels**

1	2	3	4	5
Regularly uses all of annual sick leave.	Absenteeism/tardiness exceeds ten days.	Rarely misses more than five days per year.	Rarely absent from duties and always leaves detailed plans.	Volunteers to assist students in teacher's absence.

5. Participates in District and school level professional development activities:

**Performance Levels**

1	2	3	4	5
Shows little interest in enhancing skills.	Occasionally participates in skill development programs.	Regularly participates in skill development programs.	Seeks out opportunities and encourages other staff to participate.	Plays a leadership role in presenting skill development programs for others.

6. Treats student information professionally and confidentially:

**Performance Levels**

1	2	3	4	5
Discusses confidential student information inappropriately.	Unaware or indifferent to need for sensitivity of personal information.	Respects rights and confidences of students.	Students exhibit confidence and trust in teacher.	Students freely solicit teacher's opinion and advice on student development

7. Portrays a positive image regarding School District and community:

**Performance Levels**

1	2	3	4	5
Belittles colleagues, students, District and community.	Insensitive to how comments are viewed by students and parents.	Demonstrates respect for District and community activities.	Actively works in District and community activities.	Students model teacher's enthusiasm for school, District, and community.

8. Provides appropriate instructional and behavioral documentation:

**Performance Levels**

1	2	3	4	5
Maintains inadequate documentation.	Documentation often inaccurate or misleading.	Documents student's academic and behavioral conduct.	Documentation includes analysis of academic and behavioral conduct.	Develops and implements documentation that facilitates student learning and behavioral growth.

9. Exercises responsibility for supervision of students on school property:

**Performance Levels**

1	2	3	4	5
Inadequately supervises students.	Indifferent to responsibility to monitor students.	Accepts responsibility for student supervision.	Willing participant in assigned and unassigned supervision.	Uses supervisory time to interact with students and enhance positive relationships.

**Performance Evaluation**

**Certificated Personnel: Formative Evaluation**

**FORMATIVE EVALUATION FORM**

Teacher \_\_\_\_\_

Evaluation \_\_\_\_\_

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

Date \_\_\_\_\_

Time Observed From \_\_\_\_\_ to \_\_\_\_\_

Announced \_\_\_\_\_

Non-Observed \_\_\_\_\_

Unannounced \_\_\_\_\_

Artifact Data \_\_\_\_\_

**Performance Area A: STUDENT LEARNING**

*(Note: Specific observation items drawn from criteria selected for summative evaluation.)*

Example: Teacher recognizes student differences and modifies daily activities.

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**Performance Area B: STUDENT MOTIVATION/DEVELOPMENT**

Example: Teacher is sensitive to student needs and problems.

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**Performance Area C: COLLABORATION FOR STUDENT GROWTH**

Example: Teacher consistently informs students and parents of class learning objectives.

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**Performance Area D: ENHANCEMENT OF PROFESSIONAL VALUE**

Example: Teacher complies with administrative directives and District policies and regulations.

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Teacher's Signature

Date

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Evaluator's Signature

Date

(Signature indicates that this form has been reviewed with evaluator)

Copies to teacher and evaluator.

**PERSONNEL SERVICES**

**Form 4610.3**

**Performance Evaluation**

**Documentation of Routine Problems**

**MEMO TO THE FILE**

Teacher: Jane Doe

9/9/97	Late to school - arrived at 8:00a.m.
9/23/97	Late to school - arrived at 8:05a.m.
10/07/97	Late to school - arrived at 8:05a.m.
10/25/97	Late to school - arrived at 8:10a.m.
11/11/97	Late to 5th hour class
04/08/98	Late to school - arrived at 7:45a.m.

Performance Evaluation

Summary Memo

To: Jane Doe  
From: Principal Smith  
Date: October 26, 1997  
Re: Conference on October 25, 1997

On October 25, 1997, you and I had a conference and talked about some of my concerns regarding your attendance. I told you I was concerned because you had arrived late to school on September 9, September 23, and October 7, and October 25, 1997. The faculty handbook specifies teachers are to be outside their classroom doors by 7:55 a.m. On mornings when you were late, the office had to assign a teacher on conference period to your class in case you did not arrive. In the future, I expect you to comply with the attendance requirements. Your tardiness adversely affects the education of students and cannot be tolerated.

Failure to comply with this directive will result in disciplinary action. At this time, I am issuing you a job target in the hope that this matter can be resolved.

In the future, I expect you to be at your room by 7:55 a.m. I will be monitoring you to determine your compliance with my directives. If you disagree with the facts, conclusions, or directives in the memorandum, please advise me in writing no later than (date), so we can meet and work out any differences.

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Principal Smith

I have received a copy of this memorandum. I understand that my signature does not necessarily constitute agreement with its contents, and that I have an opportunity to respond if I disagree.

---

Jane Doe

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Date

**Performance Evaluation**

**Support Staff Evaluation Report**

**SUMMATIVE EVALUATION REPORT**

Employee Name: \_\_\_\_\_

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

Position: \_\_\_\_\_

(Circle descriptor which best describes employee's performance on each criteria)

**WORK RELATED RESPONSIBILITIES**

1. Technical Skills - Knowledge of the use of equipment and work related materials that apply to position.
  - a. lacks knowledge and demonstrates little effort to learn
  - b. has a basic knowledge and shows some interest in learning
  - c. has the appropriate knowledge and continues to learn new functions
  - d. has a good knowledge and provides some training to others
  - e. has an excellent knowledge, seeks new methods to make the work more efficient and is requested to provide training to others.
  
2. Quantity of Work - The amount of work that is completed meets the requirements of the position and is done in a timely manner.
  - a. consistently late in meeting time-lines
  - b. some work is completed on time
  - c. 90% of the work is completed on time
  - d. all of the work is completed on time
  - e. does more than is required by seeking additional work and assisting others
  
3. Quality of Work - The work is neat, thorough and accurate.
  - a. correction is often required
  - b. some work needs to be corrected
  - c. work is complete and seldom needs correction
  - d. reviews work to ensure quality and makes own corrections
  - e. exceptionally accurate, work rarely needs to be corrected

4. Knowledge of Work - Exhibits the necessary work skills to perform the job responsibilities.
  - a. consistently needs retraining
  - b. needs some retraining
  - c. rarely needs retraining and is able to apply newly learned skills in an efficient manner
  - d. performs work using all of the correct procedures
  - e. provides training to other employees
  
5. Safety Practices - Performs work in a safe manner according to District procedures.
  - a. seldom follows procedures which results in work related accidents
  - b. is at times careless and causes injury to self or to others
  - c. follows all safety procedures
  - d. offers suggestions to improve safety procedures
  - e. has received outside training in the prevention of work related injuries

## **PERSONAL QUALITIES**

1. Cooperation with Others - Works with others as a team member to complete the assigned tasks.
  - a. is reluctant to cooperate and infrequently assists others
  - b. cooperates with others after being asked to assist
  - c. cooperates with others on a voluntary basis
  - d. works very well with others and provides some leadership
  - e. inspires confidence by actively participating as a team member, provides leadership and serves as an example to others.
  
2. Attendance and Punctuality - Follows District procedures and policies regarding attendance and work hours.
  - a. excessively absent or tardy; often uses work time for personal business
  - b. absences and tardies are more than District policy allows
  - c. absences and tardies are within the limits established by District policy and does not use work time for personal business
  - d. rarely absent or tardy and uses work time appropriately
  - e. has perfect attendance, is never tardy and always uses the work time efficiently

3. Written and Oral Communication - Communicates clearly and effectively with other employees, students and parents.
  - a. avoids communicating with others; uses incorrect grammar in both oral and written communication
  - b. communication with others and use of correct grammar is not consistent
  - c. is friendly toward others and uses correct grammar
  - d. communicates very well with all groups
  - e. has excellent writing and speaking skills
  
4. Initiative - Is able to complete all assignments with minimal supervision, is a self-starter and seeks ways to improve work performance.
  - a. always requires close supervision to ensure that the work is completed
  - b. often does less than what is required and has to be told to repeat some of the work assignments
  - c. does the assigned work with minimal supervision
  - d. follows through with the work assignments and begins other assignments without being directed
  - e. reviews work procedures and offers suggestions to improve performance
  
5. Professional Development - Pursues advanced training to improve knowledge and performance of job responsibilities.
  - a. shows no interest in improving work skills
  - b. reluctantly participates in District sponsored training programs
  - c. participates in all District sponsored workshops
  - d. participates in training programs outside of the District
  - e. presents workshops to District employees
  
6. Responds in a constructive manner to recommendations from District Administrators.
  - a. often hostile to administrative directives
  - b. indifferent to administrative directives
  - c. complies with administrative directives
  - d. solicits suggestions for improvement
  - e. takes pride in colleagues, school and District accomplishments
  
7. Complies with District policies and regulations, school policies, and administrative directives.
  - a. routinely fails to comply
  - b. indifferent to policies and directives
  - c. complies with policies and directives when requested
  - d. provides services to students above what is required
  - e. serves as a positive force in maintaining a high staff morale

- 8. Portrays a positive image regarding the District and community.
  - a. belittles colleagues, students, District and community
  - b. insensitive to how comments are viewed by students, parents, staff and community
  - c. demonstrates respect for District and community activities
  - d. actively works in District and community activities
  - e. serves as a role-model for colleagues and students

\*\*\*\*\*  
**EMPLOYEE COMMENTS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EVALUATOR COMMENTS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Recommended for Continued Employment

\_\_\_\_\_ Recommended with Reservation

\_\_\_\_\_ Not Recommended

Date Discussed \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

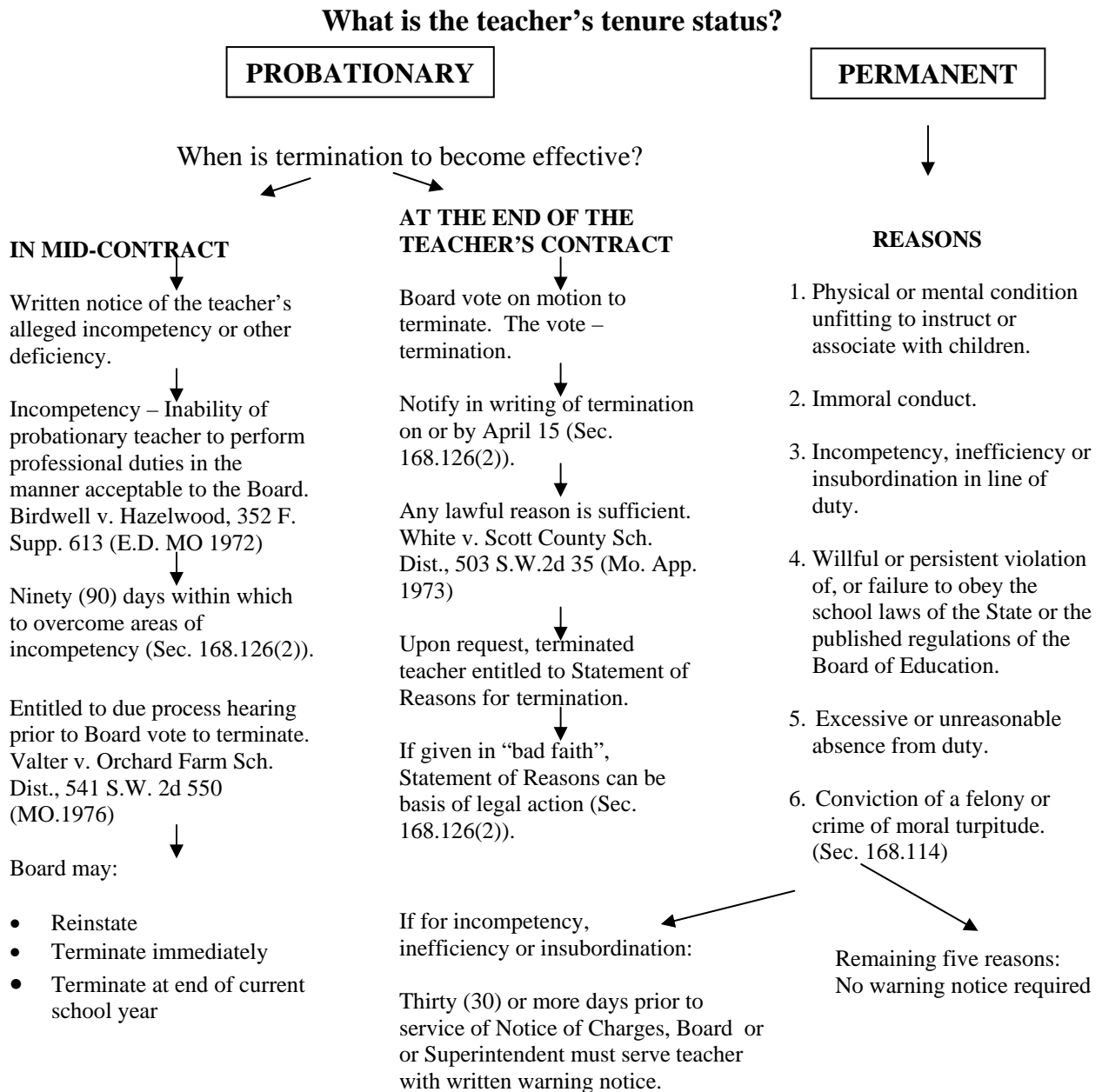
\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**Separation**

**Due Process Flow Chart**

**DUE PROCESS IN TEACHER TERMINATION CASES**





Warning notice must specifically state reasons which, if not remedied, may result in issuance of charges. (Sec. 168.116(2))

Teacher must be served with . . .

1. Statement of Charges
  - \* States specifically the grounds for termination.
2. Notice of Hearing
  - \* States date, time and place of hearing which will be held upon request of teacher or Board.
  - \* States if hearing is not requested within ten (10) days, teacher may be terminated without hearing. (Sec.168.116(3)).

Both documents must be served at least twenty (20) days prior to hearing. (Sec.168.116(3)).

Teacher has ten (10) days, excluding date of service, to request a hearing. (Sec.168.116(3)).

**HEARING NOT REQUESTED  
OR  
REQUESTED AFTER EXPIRATION  
OF TEN (10) DAY PERIOD.**

- Board may terminate by majority vote without a hearing.  
**OR**
- Board may vote to conduct a hearing to consider the charges. (Sec. 168.116(3))

**HEARING REQUESTED**

Hearing must be held not less than twenty(20) days nor more than thirty (30) days from service of charges and Notice of Hearing. (Sec.168.116(3))

Upon service of charges, Board may suspend teacher with pay until Board renders its decision. (Sec. 168.116(4))

**HEARING DUE PROCESS RIGHTS**

1. Hearing is public at option of teacher.
2. Teacher has right to counsel.
3. Teacher may call witnesses, cross-examine witnesses called against him/her and enter exhibits.
4. Teacher entitled to have Board subpoena documentary evidence.

5. Witnesses testify under oath, with all testimony recorded stenographically.
6. Hearing costs, except for the teacher's attorney, are borne by the Board.
7. Teacher entitled to copy of transcript. (Sec. 168.118(7))



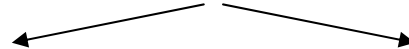
Based upon hearing, evidence, Board may vote to:

- Exonerate teacher
  - Demote teacher
- OR
- Terminate teacher
  - Decision of Board by majority vote within seven (7) days after transcript of hearing made available to the Board. (Sec. 168.118(7))  
Teacher entitled to written Findings of Fact, Conclusions of Law and Decision within three (3) days of Board's Decision. (Sec. 168.118(7)).



**APPEAL**

- Teacher may appeal Board's decision to Circuit Court located within the County where District is located.
- Appeal must be filed within fifteen (15) days after service of the Board's written decision.



**NO APPEAL**  
**OR**

**APPEAL AFTER FIFTEEN**  
**(15) DAY APPEAL PERIOD.**

Board's decision is final.  
(Sec.168.120(1)).

**APPEAL**

Court reviews transcript and decision.

- \* No new hearing.
- ALTHOUGH**
- \* Court may request additional evidence or testimony.

Teacher may appeal Circuit Court's Decision through Appellate Courts. (Sec.168.120(3)).

**PERSONNEL SERVICES**

**Form 4730**

**Separation**

**Notice of Non-Renewal**

Date

John Teacher  
000 Bluebird Lane  
Harmony, MO 63000

Dear Mr. Teacher:

The Board of Education at its meeting of March 16, 1998 voted not to employ you for the 1998-99 school year.

Sincerely,

Dr. Harry Hopeful  
Board of Education

**Separation**

**Statement of Reasons for Non-Renewal**

Date

John Teacher  
000 Bluebird Lane  
Harmony, MO 63000

Dear Mr. Teacher:

On March 22, 1998, you requested a statement of the reasons for the Board's decision not to employ you for the 1998-99 school year. The Board's action was taken for the following reasons:

1. Failure to maintain classroom discipline.
2. Failure to vary instructional activities.
3. Failure to motivate students to achieve learning objectives.
4. Failure to communicate with students in a positive manner.
5. Use of demeaning statements and the use of intimidation to control students.

I trust that this letter satisfies your request.

Sincerely,

Dr. Harry Hopeful  
Board of Education

**Separation**

**Standard of Performance: Probationary Teacher**

**STANDARD OF PERFORMANCE**

Probationary teachers by the third year of employment in the District are expected to perform at the \_\_\_\_\_ (e.g., performance expectation) level on all criteria on the District's performance-based evaluation instrument. Failure to reach this level of performance by the third year is grounds for nonrenewal. However, this policy is not intended to and does not create a property right to employment for a three-year period. Probationary teachers performing below the performance expectation level may be terminated or nonrenewed at any time.

**Separation**

**Notice of Deficiency: Permanent Teacher**

January 6, 1998

John Dipstick  
000 Bluebird Lane  
Harmony, MO 63007

Dear Mr. Dipstick:

This letter will serve as formal notice of deficiency pursuant to Section 168.116 RSMo., which, if not removed by June 1, 1998, may result in charges being filed against you. While the length of the probationary period is approximately five (5) months, failure to comply with the terms of this probation may result in charges being filed prior to the end of that period.

In spite of the efforts of District administrators, deficiencies in your performance remain. Suggestions and directives have been given to you by District administrators to assist in the improvement of your performance. However, to date significant improvement has not occurred. Accordingly, this letter will constitute a statutory warning that if satisfactory improvement is not made by June 1, 1998, formal charges will be brought against you and your employment may be terminated for incompetency, inefficiency, and insubordination.

Areas of performance deficiency include the following:

1. Discipline
  - a. Failure to maintain classroom control.
  - b. Failure to consistently enforce classroom discipline rules.
  - c. Failure to correct improper student conduct.
  - d. Failure to correct off-task behavior.
  
2. Instruction
  - a. Failure to individualize instruction to meet student needs.
  - b. Failure to motivate students to participate in instructional activities.
  - c. Failure to maintain students in on-task behaviors.
  - d. Failure to fully utilize instructional time.
  - e. Failure to adequately prepare for instructional activities.

3. Student relationships
  - a. Failure to communicate behavioral expectations.
  - b. Failure to communicate with students in a positive manner.
  - c. Failure to communicate with parents/guardians in a timely manner concerning student learning problems.

You are hereby directed to comply with all directives, verbal and written, of the Harmony School District administrators. Moreover, you are directed to conform your behavior to District and Board policies and to State law. You are further directed to refrain from the use of insulting and demeaning names and to refrain from intimidating students during instructional activities.

If satisfactory improvement is not made, I will recommend your termination to the Harmony Board of Education. Mr. Pensoil has been assigned to work with you during the pendency of this probationary period to assist in the resolution of these matters. You are to meet with Mr. Pensoil and myself on January 10, 1998 at 4:00 p.m. to review these matters.

Sincerely,

Dr. Harry Hopeful  
Superintendent

**Separation**

**Statement of Charges: Permanent Teacher**

**STATEMENT OF CHARGES  
PREFERRED AGAINST JOHN DIPSTICK**

Pursuant to the provisions of section 168.116, RSMo. 1991, the following charges of incompetency, inefficiency, and insubordination are hereby preferred against John Dipstick, a teacher under tenure in the Harmony School District, to wit:

1. Discipline - Incompetency and inefficiency in that Mr. Dipstick failed to maintain classroom discipline, as exemplified by the following:
  - a. On January 19, 1998, Mr. Dipstick failed to take disciplinary action regarding an incident in which Betty Boop broke Mona Lisa's glasses.
  - b. On January 20, 1998, Mr. Dipstick failed to follow his assertive discipline plan. No checkmarks were given to Fred Fair, who had his feet on his desk.
  - c. On February 3, 1998, Mr. Dipstick failed to follow his discipline plan. No checkmarks were given to six students who exhibited the following inappropriate behavior: refusing to get out the assigned worksheet (Cindy Rella), cleaning out desk during work time (Jack Zipper), chewing gum without permission (Rip Punzo), working in a workbook instead of following the lesson and doing the assigned work (Lee Harvey), refusing to put down a pencil and pay attention (Benny Arnold), playing with toys (Lizzy Borden), talking to other students (Barb Wawa), sitting and doing nothing during instructional and work time (Tom Jones).
  - d. On February 7, 1998, Mr. Dipstick failed to provide consequences for Cindy Rella, who was rude and disrespectful to him during class.
  - e. On February 15, 1998, Mr. Dipstick failed to provide consequences for Karl Icon, who refused to put an airplane away during instruction and work time.
  - f. On February 16, 1998, Mr. Dipstick failed to provide consequences for Ron Raygun and Ross Parrot, who ignored instructions to get out their workbooks and clear their desks of other materials.

- g. On February 22, 1998, Mr. Dipstick failed to provide consequences for Squeaky Fromm, who refused to put away materials as instructed and who then left her seat, further disrupting the class and delaying instruction.
- h. On February 24, 1998, Mr. Dipstick failed to provide consequences for Danny Quall, who continued to talk after being instructed to be quiet during a spelling bee.
- i. On March 11, 1998, Mr. Dipstick failed to provide consequences for several students who were blatantly disrespectful when instructed to write sentences using assigned words.
- j. On March 13, 1998, Mr. Dipstick failed to provide consequences for Hans Canibal, who was out of his seat without permission during instruction.
- k. On March 15, 1998, Mr. Dipstick failed to provide consequences for Mori, Haroldo, and Arsinico who refused to clear their desks for the spelling test.
- l. On March 19, 1998, Mr. Dipstick failed to provide consequences for Moll Flanders who refused to give her health cards to him.
- m. On March 20, 1998, Mr. Dipstick failed to provide consequences for Jimmy Michner, who was playing with a pen instead of listening to instruction.
- n. On March 20, 1998, Mr. Dipstick failed to provide consequences for Haroldo Reevera, who twice overtly refused to obey instructions and talked back to him in a disrespectful manner.
- o. On March 21, 1998, Mr. Dipstick provided no consequences for Half Monty, who was kneeling on the floor.
- p. On or about March 21, 1998, Mr. Dipstick instructed Evelyn Woody several times to bring her reading materials to the group before she complied.
- q. On or about March 22, 1998, Mr. Dipstick failed to provide consequences for George, Willie and Ross, who refused to follow the rules of group lessons requiring that one person speak at a time.

- r. On or about March 22, 1998, Mr. Dipstick failed to provide consequences for Tim Leary, who was working on a fun puzzle packet while the class was checking math papers.
  - s. On March 28, 1998, Mr. Dipstick told Willie Shakespere to sit down and not to sharpen his pencil since he did not need it for that part of the lesson. He sat down and immediately began to sharpen the pencil with his own sharpener. Mr. Dipstick provided no consequences for this direct disobedience.
  - t. On March 28, 1998, Mr. Dipstick ignored Karl Icon, who was turned in his seat facing the back wall and holding a paper airplane in his hand. He did not instruct him to sit properly and provided no consequences for his failure to comply with class rules.
  - u. On March 30, 1998, Mr. Dipstick instructed Willie Shakespere to clean up some glue from his desk. He did not clean it up.
  - v. On March 30, 1998, ten minutes after the directions for the assignment had been given, Mike Milken was up and out of his seat folding his dollar bills. He did all this before Mr. Dipstick noticed that he was not on task.
2. Instruction - Incompetency and inefficiency in that Mr. Dipstick failed to provide sufficient individualized attention to ensure each student has an opportunity to learn, as exemplified by the following:
- a. On January 10, 1998, Leech and Long did not have their textbooks out when Mr. Dipstick asked them questions about the content.
  - b. On January 10, 1998, Chuck Mansion, Jr. was permitted to sit and do nothing during instruction and work time.
  - c. On January 13, 1998, Mr. Dipstick provided no closure for the language lesson.
  - d. On January 14, 1998, the students were not required to clear their desks of other materials before beginning the social studies test.
  - e. On January 14, 1998, Chuck Mansion III finished his work and was permitted to sit and do nothing.

- f. On January 15, 1998, Mr. Dipstick did not require four students to pay attention during pronunciation and usage practice for the spelling lesson. Mr. Dipstick also did not require Frankie and Johnnie to pay attention during directions concerning additional work later in the lesson.
- g. On January 15, 1998, Mr. Dipstick did not require all students to participate in the spelling test. Several students were out of their desks and distracting those who were taking the test.
- h. On January 25, 1998, Mr. Dipstick began the math lesson without a proper introduction regarding the nature of the homework or explanation of what the students were responsible for doing.
- i. On January 26, 1998, a majority of the students were not paying attention to the math lesson. Mr. Dipstick continued to talk although the students were inattentive.
- j. On January 26, 1998, students were told to line up to go to the library. Mr. Dipstick provided no closure for the math lesson prior to going to the library, nor did he indicate that any closure would occur upon returning from the library.
- k. On February 13, 1998, Chuck Mansion, Jr., Hans Canibul, and Jack Nickelsewn were permitted to sit and do nothing during class time.
- l. On February 13, 1998, Xavier asked Mr. Dipstick for assistance. Mr. Dipstick told her that he would help her at recess and that she would have to take her book outside to get the help.
- m. On February 27, 1998, Jack Beanie returned to the classroom and did nothing once he had returned. Mr. Dipstick permitted him to sit and do nothing. Beanie sorted papers for him to grade, then was permitted to sit and do nothing while he waited for others to finish their work.
- n. On March 2, 1998, Mr. Dipstick passed out an assignment and gave directions. Bobby Woodwind was crying and did not have his paper out when Mr. Dipstick began. Jack Nickelsewn was working on his newspaper assignment. Kimba was not attentive and was looking around.

3. Communication - Incompetency and inefficiency in that Mr. Dipstick failed to provide positive information to and about students, and continued to emphasize the negative aspects of students' conduct and performance.
  - a. On January 16, 1998, after students returned from the restroom, Mr. Dipstick gave one girl a positive reward for good behavior, although other students, including boys, were well behaved.
  - b. On or about January 18, 1998, Billy Session observed Mr. Dipstick yelling at a male student in the hall. Mr. Dipstick could be heard all the way down the hall.
  - c. On January 25, 1998, a student asked for assistance, and Mr. Dipstick replied, "I did three and four; the rest you have to figure out on your own."
  - d. During a drug awareness lesson, Mr. Dipstick commented on the work of only one student. He failed to provide encouragement or positive feed back for the students' conduct and achievement during the group work.
  - e. On February 6, 1998, Mr. Dipstick received a note from Morticia's mother expressing concern about her grades. Mr. Dipstick did not contact Morticia's mother until specifically instructed to do so by the administration.
  - f. In March of 1998, Mr. Dipstick gave Danny Quall a 57% and Oppie Winfree 47% grades on their report cards. The students received a D for each of the subject areas. Mr. Dipstick had failed to inform the parents/guardians of the students' low grades during the grading period. He did not take time to meet with the parents/guardians and formulate a plan to improve the students' work and to write F contracts so that the students could receive an F if they did not improve.
  - g. On March 2, 1998, Mr. Dipstick did not notice how blue paint appeared on Red Rover's face or on the floor. Mr. Dipstick directed Red to clean up the paint on the floor without ascertaining whether he was responsible for the spill.
  - h. On March 13 , 1998, Mrs. Mansion requested that Chuck be moved from Mr. Dipstick's room because his grades had fallen sharply while in Mr. Dipstick's class and he was experiencing discipline problems he had not encountered in earlier grades.

- i. On March 18, 1998, Mr. Dipstick completed a screening and referral form for evaluation and/or diagnosis of educational disabilities for Jack Zipper. The parents had requested the referral in September 1997.

Due to the serious nature of these matters, this Statement of Charges is being referred to the Board of Education for their consideration.

Dr. Harry Hopeful  
Superintendent

**PERSONNEL SERVICES**

**Form 4731.2**

**Separation**

**Notice of Hearing: Permanent Teacher**

May 18, 1998

John Dipstick  
000 Bluebird Lane  
Harmony, MO 63000

Dear Mr. Dipstick:

This letter will serve as the District's Notice of Hearing. Please be advised that upon request a hearing will be conducted before the Board of Education to consider charges of incompetence and inefficiency. You have ten (10) days from the date of your receipt of this letter to request such hearing. If you fail to request a hearing, the Board of Education may, by majority vote, terminate your employment.

If you make a timely request, a hearing will be convened on June 3, 1998 at 2:00 p.m. in the Board Offices of the School District.

If you have any questions concerning this matter, please contact me.

Sincerely,

Dr. Harry Hopeful  
Superintendent

Certified Mail

**Separation**

**Hearing Introduction: Permanent Teacher**

**HEARING INTRODUCTION**

This hearing is convened pursuant to Section 168.118 which provides hearing procedures for tenured teachers against whom charges have been preferred. Attorneys for both parties may call witnesses, cross-examine witnesses called by the other party and enter exhibits. At the close of the hearing, counsel for both parties will be permitted to make a brief closing argument. Upon request, the parties will also be permitted to submit written briefs.

A licensed court reporter is present and will make a written record of these proceedings. Copies of the transcript will be made available to both parties within ten (10) days of this hearing.

**Separation**

**Hearing Agenda: Permanent Teacher**

**HEARING AGENDA**

(Note: Also applicable to mid-year terminations hearing for a probationary teacher.)

**1. Hearing Introduction**

Prepared text - Form 4731.3

**2. Entry of Appearance**

Will counsel for the Administration and counsel for [Teacher] enter their appearances for the record, please.

**3. Preliminary Matters**

"Are there any preliminary matters before we begin the hearing?"

a. Stipulations

b. Motions to Dismiss

"Your objection or motion will be noted and it will be taken under submission."

**4. Administration's Case**

a. "Mr. Board Attorney, are you ready to proceed?"

b. Call and swear witnesses.

c. If any objections are made during testimony of witnesses, they should be resolved as follows:

"Your objection has been noted for the record and will be taken under submission."

d. At the end of the questioning of each witness, the Board Attorney will state that he/she has no further questions for this witness. The teacher's attorney should then be asked if he/she has any cross-examination of witness.

e. If teacher's attorney cross-examines the witness, opportunities should be offered for any re-direct and then any re-cross.

**5. Teacher's Case**

- a. At the conclusion of the Administration's case, the Board attorney will state that the Administration rests its case, but reserves the right to call rebuttal witnesses.
- b. The teacher's Attorney should then be asked, "Are you ready to proceed?" He/she would then answer that he/she is and should then be directed to call his/her first witness.

**6. Rebuttal**

At the conclusion of [Teacher's] case, the Board Attorney should be asked if he/she has any rebuttal.

**7. Close**

1. At the conclusion of the hearing, a statement should be made that counsel has an opportunity to present closing oral arguments and submit briefs if they so desire. "What is your preference?"
2. Upon conclusion of the arguments, the parties should be advised concerning the timing of the Board's decision as follows:

"The transcript of this hearing will be ready ten (10) days from the date of this hearing. The Board will render its decision within seven (7) days after the transcription is furnished to them and a written copy of that decision will be furnished to [Teacher] within three (3) days of the Board reaching its decision.

**Staff Welfare**

**Title IX/Section 504 Rights: Grievance Form**

**TITLE IX/SECTION 504  
GRIEVANCE FORM**

Date \_\_\_\_\_

Your name \_\_\_\_\_

Your school and/or position \_\_\_\_\_

Place where you may be reached \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Nature of your grievance. (Please describe the policy or action you believe may be in violation of Title IX/Section 504 or other civil rights statute: please identify any person(s) you believe may be responsible.)

\_\_\_\_\_  
\_\_\_\_\_

If others are affected by the possible violation, please give their names and/or positions:

\_\_\_\_\_  
\_\_\_\_\_

Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this grievance.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Grievant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Location

\_\_\_\_\_  
Signature of Person Receiving Grievance

**Staff Welfare**

**Sexual Harassment Prohibited Notice**

**SEXUAL HARASSMENT PROHIBITED  
NOTICE  
TO ALL EMPLOYEES AND STUDENTS  
REGARDING SEXUAL HARASSMENT**

The \_\_\_\_\_ School District is committed to an academic and work environment in which all students and employees are treated with dignity and respect. Sexual harassment of students and employees whether committed by supervisors, employees or students and regardless of whether the victim is an employee or student will not be tolerated.

Sexual harassment includes but is not limited to:

1. sexual slurs, threats, verbal abuse and sexually degrading descriptions
2. graphic verbal comments about an individual's body
3. sexual jokes, notes, stories, drawing, pictures or gesture
4. spreading sexual rumors
5. touching an individual's body or clothes in a sexual way
6. displaying sexually suggestive objects
7. covering or blocking of normal movements
8. unwelcomed sexual flirtation or propositions
9. acts of retaliation against a person who reports sexual harassment.

Inquiries, complaints or grievances from students and their parents and employees regarding sexual harassment or compliance with Title IX may be directed to the Superintendent of Schools, to the District's Title IX Coordinator, or the Director of the Office of Civil Rights, Department of Education, Washington, D.C.

The District's Title IX Coordinator is

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Name	Title
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Address	City	State	Zip
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Office Telephone Number

**Staff Welfare**

**Driver Drug Testing: Applicant Consent**

**APPLICANT CONSENT FOR DRUG AND ALCOHOL TESTING**

I hereby consent for the \_\_\_\_\_ School District or its designated agents to collect a urine or blood sample from me and conduct necessary tests to determine the presence of illegal drugs, controlled substances, or alcohol.

I also consent to the release of the test results to authorized District administrators for appropriate review.

I further agree that, in the event a confirmed positive test for illegal drugs or controlled substances results, I may have to provide the laboratory or the Medical Review Officer with a list of all medications which I have used within the past thirty (30) days. I understand that this information is provided to identify false positives.

I understand that if, in the opinion of the testing laboratory or Medical Review Officer, the result of my test is positive for illegal drugs, controlled substances, or alcohol, the \_\_\_\_\_ School District may deny my application for employment.

AGREED: \_\_\_\_\_  
Signature Date

Witness: \_\_\_\_\_  
Signature Date

REFUSED: \_\_\_\_\_  
Signature Date

Witness: \_\_\_\_\_  
Signature Date

**Staff Welfare**

**Driver Drug Testing: Employee Consent**

**EMPLOYEE CONSENT FOR DRUG AND ALCOHOL TESTING**

I hereby consent for the \_\_\_\_\_ School District or its designated agents to collect a urine or blood sample from me and conduct necessary tests to determine the presence of illegal drugs, controlled substances, or alcohol.

I also consent to the release of the test results to authorized District administrators for appropriate review.

I further agree that, in the event a confirmed positive test for illegal drugs or controlled substances results, I may have to provide the laboratory or the Medical Review Officer with a list of all medications which I have used within the past thirty (30) days. I understand that this information is provided to identify false positives.

I understand that if, in the opinion of the testing laboratory or Medical Review Officer, the result of my test is positive for illegal drugs, controlled substances, or alcohol, the \_\_\_\_\_ School District may deny my application for employment.

AGREED: \_\_\_\_\_  
Signature Date

Witness: \_\_\_\_\_  
Signature Date

REFUSED: \_\_\_\_\_  
Signature Date

Witness: \_\_\_\_\_  
Signature Date

