

Regular Meeting
Wednesday, October 20, 2021 6:00 PM

Elementary Building
600 Cedar St
New Berlin, IL 62670

Agenda

- I. Call to Order
- II. Pretzel Shoutouts
- III. Public Comment (*Policy 2:230*)
- IV. Adjustments to Agenda
- V. Financial Report(s)
 - A. Bills Payable & Imprest Fund
 - B. Student Activity Funds
 - C. Payroll
 - D. Treasurer's Report
- VI. Reports and Recommendations
 - A. Director Reports
 1. Transportation Director
 2. Food Services Director
 3. Elementary Facility Director
 4. JH/HS Facility Director
 - B. Administrator(s)
 1. Mrs. Brandi Maxedon, Elementary Principal
 2. Mr. Chaim McGuire, JH Principal
 3. Mrs. Hattie Llewellyn, High School Principal
 4. Mr. Blake Lucas, District Athletic and Activities Director
 - C. Superintendent
 1. Mrs. Jill Larson, Superintendent
 - Exit Interviews of Certified Staff
 - Review of Resolutions for Delegate Assembly
 - Evaluation Instruments
 - Required Safety Drills
 - Update of Return to Learn Plan
- VII. Consent Agenda
 - A. Open Session Minutes of September 23, 2021
 - B. Closed Session Minutes of September 23, 2021
- VIII. New Business
 - A. FMLA Leave Report
 - B. Approve the Lunchroom Monitor Job description
 - C. Approve the Assistant Transportation Director/Bus Mechanic job description
 - D. Approve Board Member Reimbursement-Jenny Mann
 - E. Approve the District Librarian/Information Media Specialist Evaluation Instrument
 - F. Approve the District Social Worker Evaluation Tool

- G. Destroying of Executive Session Tapes for the Month(s) of March 2020 and prior
- IX. Executive Session - For the purpose of:
 - A. *The appointment, employment compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine validity. 5 ILCS 10/2(c).*
 - B. *Collective negotiating matters between the public body and its employees of their representatives, or deliberations concerning salary scheduled for one or more classes of employees. 5ILCS 120/2 (c)(4)*
- X. *Personnel Consent Agenda (*Policy 5:280*)
 - A. Michael Cheek as JH/HS Custodian
 - B. Cameron Cummings as Permanent Substitute Teacher for the Elementary
 - C. Indra Perry as HS Assistant Scholastic Bowl Coach
 - D. Approve Troy Sanson as Transportation Assistant/Bus Mechanic
 - E. Approve employment of a Transportation Director-name to be announced
 - F. Resignations:
 - Emily Neuman-NBE Paraprofessional
- XI. Approve salary increase for Troy Sanson as Asst. Transportation Director/Mechanic
- XII. Adjournment

New Berlin CUSD #16
Facilities Work Progress Report for JH/HS
Board Report for Sep/Oct 21

Work to Begin or in Progress	Description	Update
Girls restroom	Hung two new paper towel dispenser up.	Done
Football field	Painted football field	Done. 9/23/2021-10/5/2021-10/13/21
Maintenance Shed	Cleaned up maintenance shed.	Done
Room 213	Put two anchors and screws in the wall so the teacher can hang something.	Done.
Kitchen	Unclogged drain.	Done.
Outside stuff	Cleaned restroom trailer and got all garbage around football.	Done. 9/27/2021-10/5/21-10/12/21
Outside stuff	Took scrap metal to sheppards.	Done.
Stage	Cleaned stage.	Done.
New gym area	Cleaned up gym area from volleyball tournament.	Done
Outside stuff	Moved parking blocks over by bus barn.	Done
Room 308	Hung cork board.	Done
Gyms	Moved cheerleading mats from new gym to old gym.	Done
Room 343	Hung white board.	Done.
Greenhouse	Went to Menards to pick up a shed.	Done
Jr High boys restrooms	Put new parts on two sinks.	Done
Kitchen	Unloaded truck and helped heather move food to kitchen and freezer.	Done
Outside stuff	Painted football practice field.	Done. 10/4/21-
Jr/Sr high scholl	Fire drill	Done. 9/27/21-10/4/21
Outside stuff	Picked up branches from storm and took them to burn pile.	Done
Cafeteria	Put new ballast in fixture.	
Room 211	Put new ballast in fixture.	
All Jr/Sr high school	Did are Co2 monthly inspection.	
All Jr/Sr high school	Did are monthly fire extinguisisher inspection.	
All Jr/Sr high school	Did are monthly exit/emergency light inspection.	
Outside stuff	Put one state track sign up.	Done.
Outside stuff	Screw trim pieces back on track shed.	Done.
Outside stuff	Put 6 parking block around old gym so people wont park in grass.	Done.
Outside stuff	Filled in big hole by old gym.	Done.
Outside stuff	Hung pretzel field sign up.	Done.
Outside stuff	Picked up trash around building.	Done. This is a on going thing.
Outside stuff	Aerated practice football field, baseball field, softball field.	Done
Room 221	Fixed table.	Done
Room 332	Put new teacher desk together for student teacher. Also put new teacher chair together for secretary and principal.	Done
Old Gym	Set up and took down chairs and tables for PSAT.	Done
Jr High Princiipal	Hung white board.	Done
Room 118	Hung cork board.	Done
Room 426	Put new faucet in sink.	Done
White hallway	Hung three art displays. Hung one so far.	
Outside stuff	Painted bus course for bus training.	Done. 10/5/21

October 2021 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent
From: Brandi Maxedon, Elementary School Principal
Shelley Haas, Elementary Assistant Principal

School/Building Improvement:

- The Building Leadership Team met to review the previous years SIP and begin identifying target areas for 21-22. The team will meet the first week in November to complete the plan.
- The PBIS team held their monthly meeting to review implementation and data. The team planned “Out of the Blue Days” to reward classes for being kind and helpful to classmates. The team is also beginning to plan our second quarter behavior celebration. It was also decided that we will be drawing more students to get a treasure box prize each day.

Curriculum and Instruction

- All grade levels used the 2:21 release day to reflect on the new ELA curriculum implementation and had time to plan lessons for the upcoming weeks.
- The 3rd grade staff is using common planning time to ensure that all 3rd graders have access to the same content each day.
- The 4th grade team has made adjustments according to the needs of their students and will be spending more time on each comprehension skill as they use the new ELA curriculum.
- The 2nd graders were learning about communities and created their own communities. The students were very excited to show off their work and explain the items in their community.
- Several grade levels have implemented small group-guided reading instruction. This gives students an opportunity to read a text at their instructional level and practice comprehension skills.
- Mrs. Rupnik is filling the walls with student artwork. We have painted pumpkins, a lego wall, zombies, and space ships.

Assessment -

- Students in interventions have had their first progress monitoring assessments and we are seeing growth. This data will be used to meet monthly and identify if more intervention is needed or a student can be released from Tier II & Tier III interventions and start a grade level intervention.
- Students in grades 3-5 took the Panorama survey and this data is being used for the School Improvement Plan as well as looking at SEL needs in the building. Ms. Kirkpatrick will use this to determine her focus lessons with students.

Pretzel Positives:

- Mrs. Birch worked as the liaison to set up the Fire Station Field Trip for the whole building. Thank you for organizing this so our students could learn about fire safety and have a mini field trip.
- October 2nd was Custodial Appreciation Day. Our students showered the custodians with cards and signs. The office staff provided them with a special lunch. We are so thankful for all of the maintenance/custodial staff!
- The New Berlin Fire Department welcomed all of our K-5th grade students to the fire station to learn about fire safety. They also brought a truck over for the Pre-K students to learn and explore. Thank you!
- Ms. Molnar, Mrs. Cooper, and Mrs. Rout have all been working to plan the first Costume Parade and Trunk or Treat for the Pre-K-5th grade students. Thank you for working to plan a fun event for students.
- Stacey Maxson was presented with a Teacher of the Month certificate, a \$250 gift card, cookies and tea from McAllister's in Springfield! She had been nominated numerous times this month for the award!

- The PTO and Mrs. Ward did a great job with the school Book Fair. PTO had the bookfair open on Tuesday and Wednesday night from 5:00-7:00pm. Thank you to all the parents that made this a success and brought us a little bit of normal back to school.



Chaim McGuire, Principal

New Berlin Junior High

300 E. Ellis St.

New Berlin, IL 62670

217-488-6012 ext. 240

Fax: 217-488-3107

October 2021 Board Report

TO: New Berlin CUSD #16 Board of Education, Jill Larson, Superintendent

From: Chaim McGuire, Junior High Principal

School/Building Improvement:

The Instructional Leadership Teams and Building Leadership Teams have been planning and working on their 21-22 SIP Goals. Each subcommittee has met to collaborate and plan for their yearly goals.

Click the links to view:

- [21-22 Instructional Leadership Team Goals](#)
- [21-22 Building Leadership Team Goals](#)
- The Data Team did their first Instructional Practices Inventory in October, The VIP Recognition Team met and will be promoting a staff Pretzel Ninja Competition and an incentive for Students for Chromebooks, The Communication Team met and have launched a new way to do student announcements - JH is creating a greenscreen for student video recording options and looking to possibly reignite the JH A/V Club, The Policy Team met and reviewed the process for ZAPs, Grade Calculation and Retake Procedures, and made some recommendations for improvements. We also discussed Advisory procedures and passes throughout the school day. We will look into a program called E Hallpass for the second semester. The Program team met and discussed the need for integrating the 5 E's with our BEEP Instructional Model and began working on a document that reflects this.

Curriculum and Instruction

- Informal evaluations are in the works.
- Teachers have been meeting with their curriculum teams and updating material aligned to the district and looking at future changes for next school year.
- Students have morning study hall and advisory tutoring through HS NHS during advisory.
- We have students completing weekly grade check and missing assignment check in advisory. This is being sent via email to parents each week to open up lines of communication with grades.
- Academic support and RtI are in place and we continue to look for students in need and ways to get them the academic help that they need.

Assessment

- Completed Panorama Survey for SEL with 93.5% completion rate for JH/HS. All areas went up except 2, Emotional Regulation and Growth Mindset, which were only down 1% and 2%.
- Next MAP testing will take place in December



Chaim McGuire, Principal

New Berlin Junior High

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Upcoming Events

- Quarterly Incentive assembly and field trip are on Friday, Oct. 22nd.
- JH Fall Dance is also on Friday, Oct. 22nd. Outdoors only.
- Book Fair on Wednesday, Oct. 27th from 5-8 pm in the JH Circle
- Trivia Night for Scholastic Bowl on Friday, Oct. 29th.

Pretzel Positives

- Face Mask Rock Stars! Congratulations to Crue Walter, Isabelle Gillison and Jacob Edwards.
 - The School Masters Leadership Conference was held on Thursday, Oct. 14th. Photographer Sarah Petty was the keynote speaker and teachers nominated eight 8th graders to attend that they felt represented NBJH as our leaders. In attendance were Andrew Bishoff, Aydin Littig, Caitlin Harney, Michael Pecaroro, Drue Zenger, Owen Stritzel, Jake Piotrowski, and Madigan Burger.
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October 2021 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent

From: Hattie Llewellyn, High School Principal

School/Building Improvement:

- The Instructional Leadership Teams and Building Leadership Teams have been planning and working on their 21-22 SIP Goals. Each subcommittee has met to collaborate and plan for their yearly goals. Click the links to view:
 - [21-22 Instructional Leadership Team Goals](#)
 - [21-22 Building Leadership Team Goals](#)
- The Data Team did their first Instructional Practices Inventory in October, The VIP Recognition Team met and will be promoting a staff Pretzel Ninja Competition and an incentive for Students for Chromebooks, The Communication Team met and have launched a new way to do student announcements (<https://www.youtube.com/watch?v=UloUfs-QMkU> here is an example of what we will begin having students do), The Policy Team met and reviewed the process for ZAPs, Grade Calculation and Retake Procedures, and made some recommendations for improvements. We also discussed Advisory procedures and passes throughout the school day. We will look into a program called E Hallpass for second semester. The Program team met and discussed the need for integrating the 5 E's with our BEEP Instructional Model and began working on a document that reflects this.
- Our NHS members have started mentoring with elementary students on Fridays during the last hour of the day. A special thanks to Ms. Gray for organizing this and to Grace Molloy, Emma Johnson, Jack Hepperly, Landon Winkelman, Julia Owens, Cody Clair, Alexa Stock, Benjamin Small, Nicholas DeNardo, and Robby Biesenthal for their willingness to help out in such a positive way!

Curriculum and Instruction

- Teachers have been meeting in their curriculum teams and working on updating course materials (outlines, scope and sequence, and action plans that are aligned to the District Strategic Plan and Building SIP plans)
- We have been utilizing IXL for Reading and Math Interventions the past 4 weeks and have seen some great gains in our students!
- Academic Support groups have begun - Morning Study Hall, Academic Support at Lunch, Advisory Tutoring by NHS members, and After School Support/Tutoring are options that students have to take advantage of for getting help with classes.

Assessment -

- Last Wednesday the Juniors took the PSAT/NMSQT Assessment. Mrs. Euler did an amazing job coordinating and scheduling the testing and I would like to thank all the staff for pulling together and assisting with proctoring, accommodations testing, as well as hall monitoring.

Upcoming Events:

- Parent Teacher Conferences - October 27-28 from 5-8 PM

Pretzel Positives

The following students were selected as CACC Students of the Month for September :



Hattie Llewellyn, Principal

New Berlin High School

300 E. Ellis St.

New Berlin, IL 62670

217-488-6012 ext. 225

Fax: 217-488-3207

- Adam Kloppe -Auto Tech II
- Troy Williams - Building Trades II
- Blaine Smith - Coop
- Brook Steubs - EMT
- Nora Gendy - Medical Assistant
- Zachary Hollis - Nursing Assistant

Face Mask Rock Stars - We started a Face Mask Rock Star incentive for students who are “caught wearing their masks properly”. Each Friday, we draw a name from each grade and the students win a gift card to a local establishment (Sonic, Subway, Dominoes, Starbucks).

[Recommendations:](#)



October Board Report

Updated October 15 , 2021

Athletics

- **Approve Indra Perry as Assistant HS Scholastic Bowl Coach**
- **Discussion of the possible formation of a Junior High Sangamo Conference in 2023-24**
- **Discussion of potential JH wrestling coop with Auburn Junior High for 2021-22 school year**

- **Open coaching positions:**
 - **SADD Sponsor**
 - **JH Track (Girls) Head Coach**
 - **JH Assistant Track Coach**
 - **HS Assistant Track Coach**

- **Team Rules:**
 - **None at this time**

Pretzel Positives

- **Congratulations to Grace Rector on qualifying for and participating in the IHSA Girls Golf state tournament. We are very proud of you!**
- **Congratulations to Logan Smith on qualifying and participation in the IHSA sectional golf match. We are very proud of you!**
- **Congratulations to our HS volleyball team on winning the consolation championship of the 2021 Sangamon County Tournament! A special congratulations to Kenna Bixby on her all-tournament team selection!**
- **Keith Rector was presented with a Pretzel Lifetime Service award for 45 years of dedication to the New Berlin football program and entire school community. Keith's impacted thousands of Pretzels over the years and we are forever grateful for his service and dedication to the Pretzel community. Thank you Keith!**



From the Superintendent's Desk



Exit Interviews for Certified/Teaching Staff October 14, 2021 – 2nd Edition

- Exit Interviews are completed with 100% participation (9/9)
- Getting out of the field of education – 1 teacher
- Reasons for leaving the district were:
 - Expand my experience in education
 - Will teach in the same school/district that my child/ren attend – 3 teachers (50%)
 - Too much was put on me as this year was a struggle
 - Commute
 - Change in teaching assignment at new district – 3 teachers (50%)
 - District/School/Organization - recruited by – 5 teachers (83%)
 - Expectations of being a special education teacher- caseload of number of student goals to maintain, paperwork, working with paraprofessionals
 - Culture of the school – 3 teachers (50%)
 - Spouse job change
 - Money
 - Health-related
- Watershed Issues that Precipitated Decision were:
 - None - 5 teachers (56%)
 - Lack of building leadership by the principal
 - Special education documentation
 - Culture of the school – tired of the entitled teachers that never have worked anywhere else who don't appreciate what they have – 3 teachers (50%)
 - Examples provided were: administrative support, numerous resources, and appreciation by the community
 - Lack of one team and respect
 - Divide between teachers and paraprofessionals – 3 teachers (50%)
 - If you don't agree with the loudest voices, then you don't fit in
- Adequate mentoring
 - Yes – 6 teachers (67%)
 - No – 1 teacher
 - Somewhat – 2 teachers
 - Mentor hadn't gone through the training along with mentor/mentee match was not good.
 - SASSED Administrator was helpful.
 - JH Principal was helpful.
 - Matching regular education with special education teacher could be better.

- Sought out my own training.
- Suggestions for Improvements
 - Have strong leadership at the building level
 - Communication
 - Communicate expectations
 - Previous turmoil got in the way of kids – staff needs to get beyond this.
 - Get the Pretzel family back
 - Better relationships between the teachers and paraprofessionals
 - Classroom management – consistency in the individual buildings
 - Examples used: Consistency with tardies and hoodies
 - Team building training
 - Read “Who Moved My Cheese” book
 - More inclusive programming
 - Superintendent is already making things better – 3 teachers
 - New ELA curriculum will be helpful
 - Communication from business office
- Positive experiences you will hold onto from your time at New Berlin:
 - Amazing students – 7 teachers (78%)
 - Students are compassionate and respectful
 - Ability to expand curriculum knowledge
 - Grade-level teams
 - Specialists
 - Teachers – 7 teachers (78%)
 - Most of the staff is great – 3 teachers
 - Parents
 - Great families
 - Support from administration to try something new
 - Administrators doors are always open
 - Support staff
 - Coaching experience
 - Working with my individual department
 - Student incentive trips
 - Administrators – JH Principal, HS Principal, and former JH Principal
 - Student relationships
 - Extracurriculars
 - Pretzel Pride is a real thing
 - Current Superintendent
 - Teachers are truly appreciated
 - Friendships
 - Family oriented community

**COMMUNITY UNIT SCHOOL DISTRICT #16
NEW BERLIN, ILLINOIS
September 23, 2021**

MINUTES OF REGULAR BOARD MEETING

President Neuman opened the meeting with the Pledge of Allegiance.

President Neuman called the Regular Board Meeting to order at 6:00 p.m. Members Kotner, Gordon, Brashear, Mann, Marr and Williams were present.

President Neuman called the budget hearing to order at 6:00 p.m. The Chief Financial Officer gave an abbreviated presentation on the budget. There were no public comments. The budget hearing was adjourned at 6:12 p.m.

The Superintendent offered Pretzel Shout Outs.

President Neuman opened the floor for public comment, of which there was none.

President Neuman opened the floor for scheduled audience participation, at which time the Ag students presented a power point presentation on their experience at the Farm Progress Show.

President Neuman asked for any adjustments to the agenda, of which it was noted the year on item 10E, Basketball Rules, needed changed to 2021-2022.

A motion was made by Member Williams and seconded by Member Marr to approve the financial reports. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

REPORTS:

The Elementary Principal reported how the staff have been working hard, looking at PBIS to promote positive behavior and how the kitchen staff are also working towards promoting positive behavior.

The Junior High School Principal reported on how the school is dealing with the damage to bathrooms by students. He also reported that MAP testing had been completed and they were now looking at interventions and he congratulated the Junior High Softball and Baseball teams on their successful seasons.

The High School Principal reported on the kick off of homecoming week with the parade and powderpuff game. She reported that MAP testing was done and that she was encouraged by the MAP scores despite the difficulties of the past year.

The Athletic/Activities Director highlighted the success of New Berlin students in the fall co-op sports. He also highlighted the Junior High Softball and Baseball teams regional title wins. He highlighted the upcoming homecoming and senior night activities and that the district was hosting the Sangamon County Volleyball Tournament this coming weekend.

The Superintendent provided a review of the community engagement presentation, sixth day enrollment summary, return to learn plan updates, Op-ed personnel position updates and testing. She shared and highlighted her opening day power point. The Superintendent also discussed the resolution being drafted to allow her to update the Return to Learn plan as needed. She informed the Board of the changes with the First Semester program through LLCC, and there was a lengthy discussion regarding the benefits and negatives of the Shield testing program.

A motion was made by Member Gordon and seconded by Member Mann to approve the consent agenda. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Williams and seconded by Member Kotner to approve the FY22 Budget. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Kotner and seconded by Member Williams to approve the application for establishing student activity accounts for the Class of 2025 and High School Spanish Club. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Marr and seconded by Member Mann to approve the FY22 IMRF Salary Compensation Report. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Kotner and seconded by Member Mann to approve the FY21 Teacher and Administrator Salary and Benefit Report. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Gordon and seconded by Member Marr to approve the 2021-2022 Basketball Rules. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Gordon and seconded by Member Marr to approve the FCCLA conference trip request (overnight). The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Kotner and seconded by Member Marr to approve the early graduation request. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Gordon and seconded by Member Brashear to approve the board member reimbursements. The motion passed on a roll call vote, 7-0. President Neuman, Members Gordon, Mann, Marr, Brashear and Williams voted yea. Member Kotner abstained.

A motion was made by Member Gordon and seconded by Member Mann to approve the matching maintenance school grant for the Elementary school. There was explanation that this matching grant is to replace concrete sidewalks and for installing bollards in front of the south facing doors at the elementary school. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Gordon and seconded by Member Kotner to approve the student driving waivers to CACC and LLCC. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Mann and seconded by Member Gordon to approve the FMX annual subscription fee. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Gordon and seconded by Member Brashear to approve the destroying of executive session tapes for the month(s) of February 2020 and prior. The motion passed on a voice vote, 6-1. President Neuman, Members Kotner, Gordon, Mann, Marr and Brashear voted yea, Member Williams voted no.

A motion was made at 7:08 p.m. by Member Gordon and seconded by Member Brashear to adjourn to executive session for the purpose of employment and litigation matters. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made at 8:39 p.m. by Member Gordon and seconded by Member Brashear to return to open session. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Gordon and seconded by Member Marr to approve the Personnel Consent Agenda (Lauren Hullett-NBE Paraprofessional, Jessica White-NBE Paraprofessional, Jessica Jackson-NBE Paraprofessional, Emily Neuman-NBE Paraprofessional, Jayci Johnson-NBE Paraprofessional, Jamie Tendick-JH Paraprofessional, Mary Gipson-JH Paraprofessional, Nancy Renfro-NBE Bus Monitor, Grace Hammit-JH Head Volleyball Coach). The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

A motion was made by Member Kotner and seconded by Member Brashear to approve the termination of John Finke as Transportation Director. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr and Brashear voted yea, Member Williams abstained.

A motion was made at 8:41 p.m. by Member Gordon and seconded by Member Kotner to adjourn the meeting. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Gordon, Mann, Marr, Brashear and Williams voted yea.

The meeting was adjourned at 8:41 p.m.

Secretary

President

New Berlin CUSD #16

JOB DESCRIPTION

Position Title: Lunchroom Monitor

Qualifications:

1. Have a high school diploma or equivalent.
2. Ability to communicate with students.
3. Ability to exercise appropriate de-escalation techniques with students.
4. Ability to understand and follow basic oral and written instructions.
5. Enforce school regulations and policies in a professional manner.

Department: Building Personnel

Location: Cafeteria

Reports to: Elementary, Junior High, High School Principal and/or Assistant Principal

FLSA Class: Non-Exempt

Revised Date: 10/20/2021

Job Goal: To assist in the care, safety, and support of students in the cafeteria during lunch.

Performance Responsibilities:

1. Follows school district policies and guidelines regarding student management, discipline, and lunchroom operations.
2. Provide the necessary assistance to students as they come and depart from the cafeteria.
3. Provide support and instruction to help students understand and comply with the cafeteria/lunch expectations.
4. Supervise and monitor students throughout lunch to ensure student safety and the rules are followed.
5. Exercise student management through correct use of communication and disciplinary procedures.
6. Reports discipline problems using appropriate school district procedures.
7. Is knowledgeable about each student's disability and is able to follow the plan of action when needed.
8. Maintain confidentiality of all student information.
9. Performs basic first aid when required.
10. Report all accidents and student injuries as they occur.
11. Performs any required emergency procedures as needed.
12. Maintains required written records.
13. Possess basic technology skills to complete all required work.
14. Attends required safety training as required by state, Illinois State Board of Education, and the school district.
15. Maintains a safe environment according to school policies and procedures.
16. Perform duties necessary to the position as assigned by respective building administrator.

Physical demands: bending, stooping, twisting, reaching, standing for prolonged period of times, walking, exerts 10 pounds of force frequently to lift, manual dexterity to operate service related equipment, grasping, repetitive motions, talking, and hearing and visual acuity, ability to read and write, ability to speak and understand the English language. Work is performed indoors and out.

TERMS OF EMPLOYMENT: The work hours and schedule will vary based on building master schedule. The salary will be established annually by the Board of Education. Work hours will be determined and is subject to change with district demands. Position constitutes an employee at will of the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy and Evaluation of Support Services Personnel by the Superintendent.

New Berlin CUSD #16 is an Equal Employment Opportunity Employer

By signing this below, I hereby acknowledge and understand the duties and qualifications of this position. The School District retains the right to revise or amend this job description at any time during the employee's employment with the District.

Name: _____

Date: _____

New Berlin CUSD #16

JOB DESCRIPTION

Position Title: Assistant Transportation Director/Bus Mechanic

Qualifications:

1. Knowledge and skills in vehicle maintenance and rules of school bus maintenance.
2. Must be 21 years of age or older and have a high school diploma or equivalent.
3. Possess and maintain a valid driver's license.
4. Must possess or be able to obtain a CDL with passenger endorsement and a CDL with school bus endorsement.
5. Must be able to meet all requirements for a school bus driver permit in accordance with the Illinois Administrative Code.
6. Ability to maintain good working relationships with staff, students, and parents and the general public.

Department: Transportation

Location: Bus Garage

Reports to: Transportation Director

FLSA Class: Non-Exempt

Revised Date: 10/20/2021

Job Goal: To keep the district's buses in such a state of operating excellence that they present no problems or interruptions to the educational program.

Performance Responsibilities:

1. Assist the Transportation Director in scheduling, staffing, routing, as as coverage for the transportation office as needed.
2. Assist with daily transportation problems, situations, or cancellations/rescheduled events that develop.
3. Make recommendations for transportation improvements.
4. Coordinate and performs routine maintenance of school buses.
5. Perform minor body work and/or repairs.
6. Monitor fuel usage and request fuel orders as needed. Maintains fuel equipment as needed.
7. Repair and maintains all district owned vehicles according to manufacturer's and/or State specifications and requirements.
8. Maintain adequate inventory of maintenance supplies related to bus and district vehicle maintenance.
9. Clean vehicle maintenance areas as needed.
10. Work in concert with the transportation personnel to maintain safe bus conditions.
11. Assist in driving multi-passenger vehicles to transport students between neighborhoods, schools, and school activities.
12. Makes routine checks and inspections of buses and bus equipment for proper operation, safety, and maintenance to include, but not limited to checking the condition of a vehicle's windshield wipers, lights, oil, fuel, water, seats, and safety equipment.

13. Observes and follows all federal, state and local regulations for operation of school bus.
14. Follows school district policies and guidelines regarding student management, discipline, and bus operations.
15. Comply with traffic regulations in order to operate vehicles in a safe and courteous manner.
16. Follow safety rules for railroad crossings and as students are boarding and exiting buses, and as they cross streets near bus stops.
17. Pick up and drop off students at regularly scheduled locations, following strict time schedules.
18. Read maps and follow written and verbal geographic directions
19. Maintain knowledge of first-aid procedures.
20. Performs basic vehicle maintenance and cleaning.
21. Performs any required emergency procedures as needed.
22. Maintains required written records.
23. Possess basic technology skills to complete all required work.
24. Attends required safety training and annual refresher training as required by state, Illinois State Board of Education, and the school district.
25. Maintains a safe environment according to school policies and procedures.
26. Perform duties necessary to the position as assigned by the Transportation Director.

Physical Demands: bending, stooping, twisting, reaching, standing for prolonged period of times, walking, exerts 25 to 50 pounds of force frequently to lift, manual dexterity to operate service related equipment, grasping, repetitive motions, talking, and hearing and visual acuity, ability to read and write, ability to speak and understand the English language. Work is performed indoors and out.

Environment Conditions: outside, inside, slippery surfaces, chemical exposure biological exposure, working around moving objects or vehicles, and working alone.

TERMS OF EMPLOYMENT: This is a 12-month position. The salary will be established annually by the Board of Education. Work hours will be determined by school days and anytime district vehicles are transporting students. Position constitutes an employee at will of the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy and Evaluation of Support Services Personnel by the Superintendent.

By signing this below, I hereby acknowledge and understand the duties and qualifications of this position. The School District retains the right to revise or amend this job description at any time during the employee's employment with the District.

Name: _____

Date: _____

Classroom Faculty

Name: _____

Date: _____

New Berlin CUSD #16

**District Librarian/Information Media Specialist
Evaluation Instrument**

October 14, 2021

**New Berlin CUSD #16
District Librarian/Information Media Specialist Professional Practice Report**

Name: _____
Job Title: _____

School: _____
Evaluator: _____

Employment Status:

Non-tenured Tenured __ Years of service in the district

Professional Practice Sequence:

Date Pre-Observation Conference	Date of Formal Observation	Type of Observation	Date of Post Conference

Professional Practice Rating:

Excellent Proficient Needs Improvement Unsatisfactory

Evaluator's Signature

Date

Employee's Signature

Date

The employee's signature indicates only that the evaluation has been read and discussed. In no case shall the employee's signature be construed to mean that he or she necessarily agrees with the contents of the evaluation. An employee may submit additional comments to the written evaluation if he or she desires (5 working days from signature date).

I have added additional comments. _____ (Employee's Initials) Post Conference Requested by: _____

This page must be filed in employee personnel file.

Domain I for District Librarian/Information Media Specialist: Planning and Preparation				
LEVEL OF PERFORMANCE				
<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program.	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served.	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students, and have been developed with input from colleagues.

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Domain II for District Librarian/Information Media Specialist: The Environment

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school library or in community libraries to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school library or in community libraries to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school library or in community libraries to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/media program integrated with the overall school program.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, recognizing the competing demands for scheduled library time, consultations with teachers, and maintenance and extension of the library collection.

Planning and Preparation Domain Ratings:

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

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Domain II for District Librarian/Information Media Specialist: The Environment

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2a: Creating an environment of respect and rapport	Interactions with students are negative, inappropriate or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions with students are generally appropriate and free from conflict, but occasional displays of insensitivity to cultural or developmental differences among students are noted.	Interactions with students are polite and respectful, reflecting genuine warmth and caring, and are appropriate to the cultural or developmental differences among groups of students.	Interactions with students and teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.
2b: Establishing a culture for investigation and appreciation of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist in interactions with both students and colleagues conveys a sense of the importance of seeking information and reading literature.	Library/media specialist in interactions with both students and colleagues conveys a sense of the essential nature of seeking information and reading literature. A passionate commitment to literature and research is demonstrated.
2c: Establishing and maintaining library procedures	Library routines and procedures are either nonexistent or inefficient, resulting in general confusion. Library aides are confused as to their role.	Library routines and procedures have been established but function sporadically. Efforts to establish guidelines for library aides are partially successful.	Library routines and procedures have been established and function smoothly. Library aides are clear as to their role.	Library routines and procedures are seamless in their operation. Library aides work independently and contribute to the success of the media center.

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2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to misbehavior is disrespectful of student dignity.	The library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to misbehavior, but these efforts are not always successful.	Standards of conduct are clearly established. The library/media specialist monitors student behavior against those standards. Response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear with evidence of student understanding. Library media/specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs.
2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in excellent traffic flow, clear signage, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Learning Center Environment Domain Ratings:

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement

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□	Unsatisfactory
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Domain III for District Librarian/Information Media Specialist: Delivery of Service

LEVEL OF PERFORMANCE				
<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.	Library media/specialist fails to adhere to district or professional guidelines in selecting materials for the collection, and neglects to periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library media/specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library media/specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library media/specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Assisting students and teachers in the use of technology in the library/media center.	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

Domain III for District Librarian/Information Media Specialist: Delivery of Service

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3d: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to administration or teacher input.

Delivery of Service Domain Ratings:

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

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Domain IV for District Librarian/Information Media Specialist: Professional Responsibilities

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4a: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4b: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4c: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such	Library/media specialist's participation in professional development activities is limited to those that are	Library/media specialist seeks out opportunities for professional development based on	Library/media specialist actively pursues professional development opportunities and makes

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	activities are clearly needed for the enhancement of skills.	convenient or are required.	an individual assessment of need.	a substantial contribution to the profession through a variety of activities.
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Domain IV for District Librarian/Information Media Specialist: Professional Responsibilities				
LEVEL OF PERFORMANCE				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4d: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in advocating adherence to copyright laws.
Professional Responsibilities Ratings:				
<input type="checkbox"/>	Excellent			
<input type="checkbox"/>	Proficient			
<input type="checkbox"/>	Needs Improvement			
<input type="checkbox"/>	Unsatisfactory			

Areas of Desired Improvement or General Comments: (Optional)

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Student Support Personnel

Name:

Date:

**New Berlin CUSD #16
District Social Worker
Evaluation Instrument**

**New Berlin CUSD #16
District Social Worker Professional Practice Report**

Name: _____
Job Title: _____

School: _____
Evaluator: _____

Employment Status:

Non-tenured Tenured ___ Years of service in the district

Professional Practice Sequence:

Date Pre-Observation Conference	Date of Formal Observation	Type of Observation	Date of Post Conference

Professional Practice Rating:

Excellent Proficient Needs Improvement Unsatisfactory

Evaluator's Signature

Date

Employee's Signature

Date

The employee's signature indicates only that the evaluation has been read and discussed. In no case shall the employee's signature be construed to mean that he or she necessarily agrees with the contents of the evaluation. An employee may submit additional comments to the written evaluation if he or she desires (5 working days from signature date).

I have added additional comments. _____ (Employee's Initials) Post Conference Requested by: _____

Domain 1 for Student Services Personnel: Planning and Preparation

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1a Demonstrating knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development	Displays partial knowledge of child and adolescent development	Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns
1b Establishing program goals appropriate to the setting and the students served	Has no clear program goals or they are inappropriate to either the situation or the age of the students	Program goals are rudimentary and are partially suitable to the situation and the age of the students	Program goals are clear and appropriate to the situation in the school and to the age of students	Program goals are highly appropriate to the situation in the school and to the age of students and have been developed following consultation with students, parents, and colleagues
1c Knowledge of state and federal regulations and of resources both within and beyond the school district	Demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district	Displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available broadly	Displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1d Program planning is integrated with the regular school program	Has no plan to evaluate the program or resists suggestions that such an evaluation is important	Has a rudimentary plan for program evaluation	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Evaluation plan is highly sophisticated, with sources of evidence and a clear path toward improving the program on an ongoing basis

Planning and Preparation Domain Ratings:	
<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

Domain 2 for Student Services Personnel: The Environment

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LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2a Creating an environment of respect and rapport	Interactions with students are negative or inappropriate, and does not promote positive interactions among students	Interactions are a mix of positive and negative; the professional's efforts at encouraging positive interactions among students are partially successful	Interactions with students are positive and respectful, and the professional actively promotes positive student-student interactions	Students seek out the professional, reflecting a high degree of comfort and trust in the relationship
2b Establishing a culture for productive communication	Makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between teachers and students	Attempts to promote a culture throughout the school for productive and respectful communication between and among teachers and students are partially successful	Promotes a culture throughout the school for productive and respectful communication between and among teachers and students	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the professional, is maintained by both teachers and students

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2c Managing routines and procedures	Routines and procedure for the program in which the professional works are nonexistent or in disarray	Has rudimentary and/or partially successful routines for the program in the work environment	Routines for the professional's program work effectively	Routines for the professional's program are well defined, and students participate in them
2d Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Has established no standards of conduct for students during individual sessions and makes no contribution to maintaining an environment of civility in the school	Efforts to establish standards of conduct for individual sessions are partially successful. The professional attempts, with limited success, to contribute to the level of civility in the school as a whole	Has established clear standards of conduct for individual sessions and makes a significant contribution to the environment of civility in the school	Has established clear standards of conduct for individual sessions and the professional takes leadership role in maintaining the environment of civility in the school

Environment Domain Ratings:

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

Domain 3 for Student Services Personnel: Delivery of Service

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3a Assessing Student Needs	Does not assess student needs, or the assessments result in inaccurate conclusions.	Assessment of student needs are perfunctory.	Assesses student needs and knows the range of student needs in the school.	Program planning is based on individualized needs of students
3b Assisting students in the formulation of academic, personal/social plans, based on knowledge of student needs	Program is independent of identified student needs.	Attempts to help students formulate academic, personal/social plans are partially successful.	Helps students formulate academic, personal/social plans in a group setting	Helps individual students formulate academic, personal/social and career plans.
3c Using effective techniques in individual and/or classroom programs	Displays few effective techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Displays adequate effective techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Displays a range of effective techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Displays an extensive range of effective techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3d Demonstrating flexibility and responsiveness	Adheres to the plan or program, in spite of evidence of its inadequacy.	Makes modest changes in the program when confronted with evidence of the need for change	Makes revisions in the program when they are needed	Is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input
3e Demonstrating knowledge of school resources regarding academic needs/placements	Demonstrates little or no familiarity with resources to enhance and assist students in their academic needs/choices	Demonstrates some familiarity with resources available through the school or district to assist students in their academic experience	Knowledgeable of student needs and is effective in using resources in the school and community to enhance the students' academic experience.	Academic planning is based on individualized needs of students and is effective in the utilization of the resources in the school and community.

Delivery of Service Domain Ratings:

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

Domain 4 for Student Services Personnel: Professional Responsibilities

LEVEL OF PERFORMANCE

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4a Attendance	Does not attend on a regular basis and Is not punctual in reporting to job assignments and assigned duties, does not attend required meetings and required school activities	Is consistent with contractual obligations	Attends on a regular basis, is punctual in reporting to job assignments and assigned duties, attends required meetings and required school activities	Attends on a regular basis, is punctual in reporting to job assignments and assigned duties, attends required meetings and required school activities and exhibits a willingness to be innovative and flexible in meeting the needs of the students, the school community, and the program in which the professional functions.
4b Public Relations	Does not promote student services, does not maintain information for educational and special needs of students for parents and staff, does not maintain positive relations with the community	Promotes student services, maintains information about students and maintains positive relations with the community	Promotes student services, maintains information for educational and special needs of students for parents and staff, maintains positive relations with the community through the use of news media, printed materials, and contact with students and parent	Establishes, promotes and maintains positive relations with various publics, serves as a liaison between home, school and community, interprets the school's objectives to students and parents during public and private sessions
4c Maintaining records and submitting them in a timely fashion	Reports, records and documentation are missing, late, or inaccurate, resulting in confusion	Reports, records, and documentation are generally accurate but are occasionally late	Reports, records, and documentation are accurate and are submitted in a timely manner	Approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools
4d Communicating with families	Provides no information to families	Provides limited though accurate information to families	Provides thorough and accurate information to families	Is proactive in providing information to families

<i>Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4e Participating in the school community	Relationships with colleagues are negative or self-serving, and avoids being involved with colleagues	Relationships with colleagues are cordial, and participates when specifically requested	Participates actively and maintains positive and productive relationships with colleagues	Makes a substantial contribution through involvement with colleagues
4f Engaging in professional development	Does not participate in professional development activities even when such activities are clearly needed for the development of skills	Participation in professional development activities is limited to those that are convenient or are required	Seeks out opportunities for professional development based on an individual assessment of need	Actively pursues professional development opportunities and shares relevant information within the school community
4g Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality	Is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students with colleagues

Professional Responsibilities Ratings:

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Proficient
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Unsatisfactory

Areas of Desired Improvement or General Comments: (Optional)

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