



**Anthony Wayne Local Schools
Staff Handbook
2023-24**



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District Information

District Mission

Anthony Wayne Local Schools empowers students to be future ready.



District Vision

Driven by our core beliefs and rich traditions, Anthony Wayne Local Schools will be among the best school districts in the state and our future ready Generals will be prepared to march forward with a foundation that will allow each individual ultimate success.

Portrait of a General

The Anthony Wayne Local Schools Portrait of a General was developed in collaboration with our community and identifies the characteristics that all students should demonstrate upon graduation. Students are provided with opportunities to develop these attributes in addition to a rigorous academic curriculum.



Learner's Mindset

A GENERAL curiously pursues new experiences and ideas to develop, learn, and contribute as global citizens; while also embracing their core values and opportunities to progress through the cycle of learning, failure, growth, and reflection with integrity.

Critical Thinking

A GENERAL deliberately and consistently investigates to expand and improve the quality of one's own thinking by embracing the process of analyzing, assessing, and reconstructing information to propose solutions that are mindful to the impact they may have on the other parts of a system.

Collaboration & Communication

A GENERAL articulates thoughts and ideas in a professional manner; effectively using oral, written, and nonverbal skills in a variety of ways and actively listens to feedback, acknowledges inputs, and responds appropriately. A GENERAL elicits diverse perspectives to make meaning, and when appropriate takes collective action.

Adaptability & Flexibility

A GENERAL demonstrates awareness and a willingness to change course and acts by reflecting on options while keeping the ultimate goal in mind.

Empathy

A GENERAL demonstrates awareness, sensitivity, concern, fairness, and respect to connect with others' perspectives, feelings, opinions, experiences, and cultures.

Non-Discrimination Statements

Equal Opportunity Statement

Anthony Wayne Local Schools is an Equal Opportunity Employer. Anthony Wayne Local Schools ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation, genetic information, or disability. Anthony Wayne Local Schools has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Title IX

The Board of Education has designated individuals to serve as District Compliance Officer (also known as Civil Rights Coordinator or Title IX Coordinator). These individuals are responsible for coordinating the District's efforts to comply with applicable federal and state laws and regulations, including the District's duty to address, in a prompt and equitable manner, any inquiries or complaints regarding discrimination/retaliation or denial of equal access.

Kevin Herman
*Assistant Superintendent
 and Title IX Coordinator*
Anthony Wayne Local Schools
 Central Administrative Office
 9565 Bucher Road
 Whitehouse, OH 43571
 419-877-5377

Jennifer Karl-Thompson
*Director of Student Services (K-6)
 and Title IX Coordinator*
Anthony Wayne Local Schools
 Central Administrative Office
 9565 Bucher Road
 Whitehouse, OH 43571
 419-877-5377

Notification of Policy

Anthony Wayne Local Schools does not discriminate on the basis of sex in its education programs or activities, including admission and employment, and is required by Title IX and its implementing regulations do not discriminate in such a manner. Inquiries about the applicability of Title IX and its implementing regulations can be referred to the District's Title IX Coordinators, to the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

Notification of Grievance Procedure

The District has adopted a grievance procedure to provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and its implementing regulations. This procedure describes how to report or file a complaint of sex discrimination, how to report or file a complaint of sexual harassment, and how the District will respond.

[More information is available on the Human Resources page of the District website.](#)

[District Organization Chart](#)

District Contacts

<p style="text-align: center;">Anthony Wayne Local Schools 9565 Bucher Rd., Whitehouse, OH 43571 Phone: 419-877-5377 Fax: 419-877-9352 AWLS Staff Directory</p>		
<p style="text-align: center;">Administration Superintendent webpage</p>		<p style="text-align: center;">Board of Education Board of Education webpage</p>
Superintendent Assistant Superintendent Treasurer Assistant Treasurer Administrative Assistant	Jim Fritz Kevin Herman Kerri Johnson Ray Greene Jill Schwanz	Jeff Baden Lindsay Hoipkemier Rochelle (Shellie) McKnight Kyle Miller Mike Stamm

District Departments		
Athletics Anthony Wayne High School Anthony Wayne Junior High	John Snyder, AWHs Athletic Director Pat Phillips, Assistant Athletic Director Hayley Aller, AWJH Athletic Director	419-877-0927 419-877-5342
Communications Central Administrative Office	Rebecca Schwan, Communications Specialist	419-877-5377
Curriculum & Instruction Central Administrative Office	James Conner, Director of Teaching and Learning	419-877-5377
Enrollment & Registration Central Administrative Office	Jana Leininger, EMIS Coordinator Amy Anderson, CAO Secretary/Enrollment	419-877-5377
Food Services 6035 Finzel Road, Whitehouse, OH 43571	Megan Menchaca, Director of Food Services	419-877-1229
Gifted Services Central Administrative Office	Brian Billings, Director of Gifted Services	419-877-5377
Human Resources Central Administrative Office	Brad Contat, Director of Human Resources	419-877-5377
Operations 6318 Industrial Pkwy., Whitehouse, OH 43571	Neil Raymond, Director	419-877-1200
Student Services Central Administrative Office	Jennifer Karl-Thompson, Director of Student Services (Pre-K-6) Angela Gardner, Director of Student Services (7-12)	419-877-5377
Technology Central Administrative Office	Chris Hamady, Director	419-877-5377
Transportation 6320 Industrial Pkwy., Whitehouse, OH 43571	Tammy Tapley, Director	419-877-0451

Schools

Anthony Wayne High School 5968 Finzel Rd., Whitehouse, OH 43571	Kevin Pfefferle, <i>Principal</i> Stephanie Buckenmeyer, <i>Asst. Principal, Curriculum & Career</i> Eric Hugueley, <i>Assistant Principal</i> Janelle Patek, <i>Assistant Principal</i>	Phone: 419-877-5342 Fax: 419-877-5028
Anthony Wayne Junior High 6035 Finzel Rd., Whitehouse, OH 43571	Jordan LeFevre, <i>Principal</i> Lori Williams, <i>Assistant Principal</i>	Phone: 419-877-5342 Fax: 419-877-1203
Fallen Timbers Middle School 6119 Finzel Rd., Whitehouse, OH 43571	Matt Smith, <i>Principal</i> Terry Tansel, <i>Assistant Principal</i>	Phone: 419-877-0601 Fax: 419-877-4907
Monclova Primary School 8035 Monclova Rd., Monclova, OH 43542	Betsey Murry, <i>Principal</i> Jill Bigelow, <i>Dean of Students</i>	Phone: 419-865-9408 Fax: 419-865-9408
Waterville Primary School 457 Sycamore Ln., Waterville, OH 43566	Jamie Hollinger, <i>Principal</i> Matt Beakas, <i>Dean of Students</i>	Phone: 419-878-2436 Fax: 419-878-4312
Whitehouse Primary School 6510 Texas St., Whitehouse, OH 43571	Brad Rhodes, <i>Principal</i> Michelle Dammeier, <i>Dean of Students</i>	Phone: 419-877-0543 Fax: 419-877-4905

Staff Quick Links

2023-24 District Calendar	An at-a-glance view of the District calendar, including holidays, professional development days and end-of-quarter information.
District Events Calendar	A full listing of day-to-day events happening in the district, sortable by building.
Employee Assistance Program	Free, confidential help for personal or emotional concerns available to all employees and their family members. The free, confidential service is available 24/7. Call 866-327-3759.
FMX Technology, Maintenance and Building Request Help Desk	All requests for technology help, maintenance repairs and building reservations should be submitted using this system.
Frontline	All absences must be entered into Frontline for supervisor approval.
LPDC Google Classroom	Use class code amnb4q4 to enter
OH.ID Login	Secure access to State of Ohio services
Public Schools Works	General safety, privacy, employee expectations and other training modules you will be asked to complete annually.
Staff Forms and Information	Helpful links, documents and forms for staff are available for download from the district website.
Technology Resources	Links to various useful technology resources.
Transportation Request	All requests for field trips or other school transportation should be submitted using this link.
Webfilter Link	Link that allows staff to access some websites not usually available to all system users. Instructions are available by clicking here.

Classified Staff Links

- [Ohio Association of Public School Employees Contract \(2023-25\)](#)
- [OAPSE Seniority List \(2023-24\)](#)
- [Classified Reimbursement Renewal Form](#)

Certified Staff Links

- [Anthony Wayne Education Association Master Contract \(2023-25\)](#)
- [AWEA Seniority List \(2023-24\)](#)
- [Teaching License Renewal Reimbursement Form](#)
- [College Credit Reimbursement Form](#)

Certified Staff Information

Local Professional Development Committee (LPDC)

All documents can be found in [Google Classroom](#), join code: **amnb4q4**.

Meeting Dates	Materials Deadline	Building Representatives	
September 11	September 6	Central Administrative Office	Jim Conner
October 9	October 4	Anthony Wayne High School	Stephanie Buckenmeyer
November 13	November 8	Anthony Wayne Junior High	Janet Hamilton
January 8	January 4	Fallen Timbers Middle School	Jim Huddleston
February 5	January 31	Monclova Primary School	Chris Buehrer
March 11	March 6	Waterville Primary School	Robin Buffy
April 15*	April 10*	Whitehouse Primary School	Brad Rhodes
May 6	May 1		
May 20	May 15		

*This meeting was originally scheduled for April 8, but was postponed due to the scheduled calamity day in response to the solar eclipse. *Updated Nov. 14, 2023*

Standards-Based Teacher Evaluation: Ohio Teacher Evaluation System (OTES 2.0)

<https://go.boarddocs.com/oh/awls/Board.nsf/goto?open&id=BTSHYE4AC349>

- The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law.
- The Board adopts the Ohio Teacher Evaluation System ("OTES") model as approved by the State Board of Education.
- The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.
- This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Anthony Wayne Educational Association (AWEA) July 1, 2021, and in all extensions and renewals thereof.
- This policy has been developed in consultation with teachers employed by the Board.
- The Board authorizes the Superintendent to establish and maintain an ongoing AWLS Teacher Evaluation Committee, with continuing participation by District teachers represented by the Administration and Teaching Staff, for the express purpose of recommending necessary changes to the Board for the appropriate revision of the policy.

Definitions

OTES	Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2020, or as otherwise modified by the State Board of Education.
Teacher	<p>For purposes of this policy, "teacher" means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one (1) of the following:</p> <ul style="list-style-type: none"> A. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2003; or C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2006; or D. A permit issued under R.C. 3319.301. <p>Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. The Superintendent, Treasurer, and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy</p>
Credentialed Evaluator	<p>the appropriately qualified individual, assigned by the District, who is responsible for completing the evaluation process for a teacher. For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:</p> <ul style="list-style-type: none"> A. meets the eligibility requirements under R.C. 3319.111(D); and B. holds a credential established by the Ohio Department of Education (ODE) for teacher evaluation; and C. has completed State-sponsored evaluation training and has passed an online credentialing assessment. <p>The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.</p>
High-Quality Student Data	locally-determined data that provides evidence of student learning attributable to the teacher who is being evaluated. When applicable to the grade level or subject area taught, High-Quality Student Data (HQSD) shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may also include data obtained from the list of Ohio Department of Education approved student assessments.
Value Added	the EVAAS (Education Value-Added Assessment System) methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on State-issued standardized assessments.
Evaluation Cycle	the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when performance assessments are conducted for the current school year and the teacher is assigned a final holistic rating.
Evaluation Framework	the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.
Evaluation Instruments	the forms developed by the ODE, including the "Teacher Performance Evaluation Rubric."
Evaluation Procedure	the procedural requirements set forth in this policy that are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.
Final Evaluation Rating	the final holistic evaluation rating that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle.

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based upon teacher performance, student growth, and other locally determined criteria.

Each teacher evaluation will result in an evaluation rating of:

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually file a report to the Ohio Department of Education (ODE) the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. The Board will utilize the ODE's guidelines for reporting this information.

- The Board may elect not to evaluate a teacher who was on leave from the School District for fifty percent (50%) or more of the school year.
- The Board may elect not to evaluate a teacher who has submitted a notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.
- The Board may elect not to evaluate a teacher who is participating in the Ohio teacher Resident Educator program in the year during which the teacher takes at least half of the performance-based assessment as prescribed by the State Board of Education for the first time.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or be placed on a professional improvement plan as follows:

- A. A teacher whose final holistic rating is "accomplished" on his/her most recent evaluation will develop a self-directed professional growth plan.
- B. A teacher whose final holistic rating is "skilled" will develop a professional growth plan collaboratively with his/her credentialed evaluator.
- C. A teacher whose final holistic rating is "developing" will develop a professional growth plan guided by his/her assigned credentialed evaluator, utilizing the components determined by the District.
- D. A teacher whose final holistic rating is "ineffective" will be placed on a professional improvement plan by their assigned evaluator, utilizing the components determined by the District.
- E. A teacher who is new to the profession or new to the District will develop a professional growth plan collaboratively with his/her credentialed evaluator, utilizing the components determined by the District.
- F. The District administration has discretion to place a teacher on an Improvement Plan (with the assistance of the District Performance Assistance Team) at any time based on any individual deficiency exhibited in the evaluation system by the teacher.

Board Professional Development Plan

In accordance with the Ohio State Board of Education's State-wide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance will be used to determine the teacher's evaluation rating and will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for the Teaching Profession:

- A. understanding student learning and development, respecting student diversity, and holding high expectations for all students to achieve and make progress at high levels and;
- B. knowing and understanding the content area for which they have instructional responsibility;
- C. understanding and using varied assessments to inform instruction, evaluate and ensure student learning;
- D. planning and delivering effective instruction that advances individual student learning;
- E. creating learning environments that promote high levels of student learning and achievement for all students;
- F. collaborating and communicating with students, parents, other educators, District administrators, and the community to support student learning; and
- G. assuming responsibility for professional growth and performance as an individual and as a member of a learning community.

Formal Observation and Classroom Walkthrough Sequence

- A. A teacher not under consideration for renewal or nonrenewal who is subject to a full evaluation cycle shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and periodic classroom walkthroughs each school year.
 - The first formal observation will be a holistic observation where the evaluator assesses all areas of the rubric demonstrated during the observation as well as information gained from any pre-observation conference or other sources selected by the evaluator.
 - The second and any subsequent formal observation(s) will be focused observations in which the evaluator emphasizes identified focus area(s). Identified focus areas will be selected after completion of the holistic observation, and may include area(s) of relative strength and/or area(s) targeted for improvement. Teachers with a final evaluation rating of Accomplished (from the previous year) will select their own focus area(s). A teacher with a final evaluation rating of Skilled (from the previous year) will select focus area(s) in collaboration with his/her evaluator. A teacher with a final evaluation rating of Developing (from the previous year) will be guided by his/her evaluator in determining focus area(s). A teacher with a final evaluation rating of Ineffective (from the previous year) will have focus area(s) selected by the evaluator. A teacher new to the profession will select focus area(s) in collaboration with his/her evaluator." Evaluators will collect evidence during the focused observation to assess the identified focus area(s). Evaluators will also document evidence to support the final evaluation rating.
- B. A teacher new to the District or any teacher on a limited contract who is under consideration for renewal/non renewal shall receive at least three (3) formal observations in addition to periodic (at least two (2)) classroom walkthroughs.

- A teacher who has been granted a continuing contract by the Board and who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated once every three (3) years. The teacher will be required to submit a self-directed professional growth plan to the evaluator, and the evaluator will determine if the teacher is making progress on the plan. The professional growth plan will focus on the most recent evaluation of the teacher. The teacher will be provided with at least one (1) formal or informal observation and post-conference in any year that such teacher is not formally evaluated.
- The Board may evaluate each teacher who has been granted a continuing contract by the Board and who received a rating of Skilled on the teacher's most recent evaluation once every two (2) years. The teacher and the evaluator will jointly develop a professional growth plan for the teacher and the evaluator will determine if the teacher is making progress on the plan. The professional growth plan will focus on the most recent evaluation and observations of the teacher. Teachers will be provided with at least one (1) observation and post-conference in any year that such teacher is not formally evaluated.
- Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.
- In evaluating teacher performance, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism.

Formal Observation Procedure

- A. The first formal observation may be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation will be unannounced.
- B. A post-observation conference shall be held after each formal observation.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is an informal observation in which an evaluator may assess one or more areas in the Teacher Performance Evaluation Rubric.

- Evaluators may but are not limited to collecting evidence in any identified focus area(s). Walkthroughs may be announced or unannounced. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.
- A walkthrough shall consist of at least ten (10) consecutive minutes, but not more than thirty (30) consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.
- Data gathered from the walkthrough will inform the final evaluation.
- Feedback from a walkthrough shall be provided after the walkthrough. The teacher and/or administrator may request a face to face meeting to discuss observations relative to the identified focus of the walkthrough.
- Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.

Use of High-Quality Student Data

At least two measures of high-quality student data will be used as evidence of student learning. The teacher will select student data that will be used in consultation with the evaluator, and will provide evidence that demonstrates the teacher has used the data in accordance with this policy. The evaluator may use the data as evidence to determine a performance rating in any component of the evaluation where applicable.

When applicable to the grade level or subject area(s) taught by a teacher, high-quality student data will include the value-added progress dimension. High-quality student data will meet the following criteria:

- A. aligns to learning standards
- B. measures what is intended to be measured
- C. is directly attributable to the teacher being evaluated for course(s) and grade level(s) taught
- D. demonstrates evidence of student learning (achievement and/or growth)
- E. follows protocols for administration and scoring
- F. provides trustworthy results; and
- G. is fair and unbiased

Teachers must provide evidence to their evaluator which demonstrates that they have used high-quality student data in the following ways:

- A. critically analyze and reflect upon results to support improvement and enhancement of student learning
 - B. assess student learning needs and styles, including the strengths and weaknesses of an entire class as well as individual students in each class
 - C. inform and adapt instruction to meet student needs; and
 - D. measure student learning achievement and growth, as well as progress toward achieving state and local standards.
- In addition to value-added data, the superintendent may select high-quality data from among state-approved vendor assessments or other locally determined measures or instruments that meet the definition and criteria outlined above.
 - Annually, the Director of Teaching and Learning shall develop a list of approved high-quality student data in consultation with experts in the field of education and with the District's evaluation committee and members of the District's teaching staff.

For the purpose of selecting high-quality student data, the Board defines the term "expert" to include members of the District's administrative team, credentialed evaluators, as well as employees or consultants hired by the educational service center, or another private or public entity to provide expertise on student growth and learning, faculty from a post-secondary institution who have a degree in education or a related field, and/or other experts in the field of education as agreed upon by the AWLS administration and the AWEA.

Final Evaluation Procedures

Evaluators will consider evidence gathered during the evaluation cycle to assign a final holistic evaluation rating, based upon the criteria developed by the Ohio Department of Education.

The evaluator shall submit the final written evaluation using the reporting system prescribed by the Ohio Department of Education (ODE). The teacher will confirm receipt of the same.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning, and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

Definitions

Retention	for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, nonrenew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to nonrenew or terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate a teaching contract are not limited by the existence of this policy.
Promotion	as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level chairpersons, selections to curricular or strategic planning bodies, or teaching assignments, the Board will consider teacher performance as indicated by evaluations.
Poorly Performing Teachers	teachers identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.
Comparable Evaluations	since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished."
Removal of Poorly Performing Teachers	Removal of poorly performing teachers will be in accordance with the nonrenewal and termination statutes of the Ohio Revised Code.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the AWEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's holistic rating.

Timelines and Dates

Full Evaluation	
Professional Growth & Improvement Plans, HQSD Measurement Selection	Review/revised annually no later than the end of September. Revisions must be communicated via email and/org discussed. Updates and reviews will occur throughout the year. The final review must take place before May 10.
Retirement Exemption	December 1
Holistic Observation	Minimum of 30 minutes, followed by a post-observation conference. The date of post conference is mutually agreed upon by the teacher and evaluator (held within 10 workdays of the observation date)
Focused Observation(s)	Minimum of 30 minutes, followed by a post-observation conference. The focused observation post conference may also serve as the summative conference if the evaluator determines they are ready for the summative conference. The date of the post conference is mutually agreed upon by the teacher and evaluator (held within 10 workdays of the observation date). <ol style="list-style-type: none"> 1. One for all teachers; 2. Two for teachers who are in their 1st year in the district, less than 2 years of total teaching experience, or being considered for non-renewal.
Walkthrough	Walkthroughs are informal observation times more than 10 minutes and less than 30 minutes in length
Evaluation Complete	May 1
Final Evaluation Complete	Due to OhioES by May 10
Rebuttal	Submitted to your evaluator within 5 workdays of receipt of Final Evaluation
Rebuttal Meeting	No later than May 10

Off-Year Evaluation	
Professional Growth & Improvement Plans, HQSD Measurement Selection	Review/revised annually no later than the end of September. Revisions must be communicated via email and/org discussed. Updates and reviews will occur throughout the year. The final review must take place before May 10.
Retirement Exemption	December 1
Classroom Observation	Minimum of 30 minutes
Post-Observation Conference	The date of the post conference is mutually agreed upon by the teacher and evaluator (held within 10 workdays of the observation date).
Rebuttal	Submitted to your evaluator within 5 workdays of receipt of Final Evaluation
Rebuttal Meeting	No later than May 10

Standards-Based School Counselor Evaluation (OSCES)

<https://go.boarddocs.com/oh/awls/Board.nsf/goto?open&id=BTSHYE4AC349>

- The Board of Education is responsible for a standards-based school counselor evaluation policy which conforms to the framework for the evaluation of school counselors as approved by the State Board of Education and aligns with the "Standards for School Counselors" as set forth in State law.
- The Board of Education adopts the Ohio School Counselor Evaluation System (OSCES) as approved by the State Board of Education.
- The Board believes school counselors play a critical role in supporting student learning and success and maintaining a positive school environment. The standards based system of school counselor evaluations is designed to provide meaningful and consistent feedback to support counselor professional growth and inform employment decisions.
- This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the AWEA, and in all extensions and renewals thereof.
- This policy has been developed in consultation with school counselors.
- The Board authorizes the Superintendent to establish and maintain an ongoing Evaluation Committee, with continuing participation by District counselors for the express purpose of recommending necessary changes to the Board for the appropriate revision of the policy.

Definitions

OCES	the Ohio School Counselor Evaluation System as adopted by the Ohio State Board of Education, or as otherwise modified by the State Board of Education.
School Counselor	<p>For purposes of this policy, "school counselor" means an employee who holds a license issued pursuant to O.A.C. 3301-24-05 by the Ohio Department of Education in the area of school counseling and who is assigned to a position in that capacity.</p> <p>Teachers and other employees who do not meet this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated in accordance with Board policy and/or utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the AWEA.</p>
Credentialed Evaluator	For purposes of this policy, each counselor subject to evaluation will be evaluated by a person who has completed the OSCES training as required by the Ohio Department of Education. The Board will approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.
Evaluation Cycle	the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when selected student metrics are combined with the counselor performance ratings resulting from performance assessments on the standards that are conducted for the current school year to assign a summative evaluation rating.
Evaluation Factors	the multiple measures that are required by law to be used in the school counselor evaluation procedures, including performance on all six (6) areas identified by the standards and the ability to produce positive outcomes using student metrics selected by the Board. School counselors will receive a score in each of the six standards and the student metrics, which shall be weighted equally (1/7 of the final summative score).
Evaluation Framework	the standards-based framework adopted by the State Board of Education for the evaluation of school counselors in accordance with R.C. 3319.113.
Evaluation Instruments	the forms used by the school counselor's evaluator as developed locally
Evaluation Procedure	the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.113 and to conform to the framework for the evaluation of school counselors developed under R.C. 3319.113.
Evaluation Rating	the final summative evaluation level that is assigned to a school counselor pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the school counselor performance rating is combined with the results of student metrics. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.
High Performing School Counselor	a school counselor who earns a summative rating of "Accomplished" or "Skilled" on his/her most recent evaluations.
School Counselor Performance	the assessment of a school counselor's performance on each of the six State-adopted standards, resulting in a performance rating. As an evaluation factor, the school counselor performance dimension is based on direct observations of a counselor's practice by a credentialed evaluator. Performance results are reported as a performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

Standards-Based School Counselor Evaluation

School Counselor evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each school counselor and assigning an effectiveness rating based upon school counselor performance and the counselor's assessment on selected student metrics.

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually file a report to the Ohio Department of Education (ODE) in accordance with requirements mandated by ODE. The Board will utilize the ODE's guidelines for reporting this information.

Assessment of School Counselor Performance

School Counselor performance will be evaluated during formal observations and periodic informal observations. Such performance will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for School Counselors:

- A. Comprehensive School Counseling Program Plan;
- B. Direct Services for Academic, Career and Social/Emotional Development;
- C. Indirect Services: Partnerships and Referrals;
- D. Evaluation and Data;
- E. Leadership and Advocacy; and
- F. Professional Responsibility, Knowledge and Growth.

Formal and Informal Observations

- A. School Counselors shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and informal observations each school year.
- B. A high performing school counselor will be evaluated less frequently as follows.
 1. A school counselor who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated every three (3) years, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every three (3) years, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.
 2. A school counselor who receives a rating of "Skilled" on his/her most recent evaluation may be evaluated every other year, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every other year, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.

Evaluations will be completed by May 1st and each school counselor will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

Formal Observation Procedure

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

All formal observations shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.

Informal Observation/Walkthrough Procedure

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

An informal observation is a formative assessment process that focuses on one (1) or more of the components included in the State-adopted standards.

An informal observation should be of sufficient duration to allow the evaluator to assess the focus of the observation.

Data gathered from the observation must be placed on the form in the evaluation instrument. Written feedback from observations shall be provided after the observation. The school counselor and/or evaluator may request a face to face meeting to discuss observations relative to the identified focus of the informal observation.

- A. Informal observations shall not unreasonably disrupt and/or interrupt the work day.
- B. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.

Assessment of Student Metrics

The Board will select student metrics that will be utilized for school counselor evaluations in the areas of academics, career, and social emotional development. Any modifications to the metrics that will be used in school counselor evaluations will be adopted before the start of the school year.

Data from these approved measures of student growth will be scored on four (4) levels, with a score of "1" being the lowest and "4" being the highest.

Final Evaluation Procedures

Each school counselor's performance rating for each of the six (6) standards will be combined with the assessment of student metrics to produce the final summative.

The evaluator shall provide that each evaluation is submitted to the school counselor for his/her acknowledgement by written receipt. If signed by the employee, the receipt is to be sent to the Superintendent as soon as received.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual evaluations conducted in accordance with this policy, each school counselor must develop either a professional growth plan or professional improvement plan as follows:

- A. School counselors with a final summative rating of "Accomplished" will develop a professional growth plan.
- B. School counselors with a final summative rating of "Skilled" will develop a professional growth plan collaboratively with their evaluator.
- C. School counselors with a final summative rating of "Developing" will develop a professional growth plan collaboratively with their evaluator. A building administrator must approve the professional growth plan.
- D. School counselors with a final summative rating of "Ineffective" will develop an improvement plan with their evaluator. A building administrator must approve the improvement plan.

Professional growth and improvement plans must be completed by the first day of classes each school year. The Board retains the discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Board Professional Development Plan

In accordance with the State Board of Education's Statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of school counselors covered by this policy. The plan will be reviewed annually.

Retention and Promotion Decisions/Removal of Poorly Performing School Counselors

The evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of school counselors, renewal of employment contracts, and the removal/nonrenewal of poorly performing school counselors.

Definitions

Retention	for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, nonrenew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to nonrenew or terminate the contract of a poorly performing school counselor may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate an employment contract are not limited by the existence of this policy.
Promotion	as used in this context is of limited utility given the fact that school counselors covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining employee assignments, the Board will consider school counselor performance as indicated by evaluations.
Poorly Performing School Counselors	refers to school counselors identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.

Removal of Poorly Performing School Counselors

Removal of poorly performing school counselors will be in accordance with the nonrenewal and termination statutes of the Ohio Revised Code and/or the relevant provisions of the collective bargaining agreement in effect between the Board and the A.W.E.A.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a school counselor contract as provided by law and the terms of the collective bargaining agreement in effect between it and the A.W.E.A. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for employees on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a school counselor evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the school counselor's final summative rating.

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Anthony Wayne Local Schools 2023/24 School Calendar

REVISED 11/9/23

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17*	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
* First Day of School for Students						

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27*	28	29	30
* 7-12 Evening Conferences						

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10*	11	12	13	14
15	16	17	18**	19	20	21
22	23	24	25	26	27	28
29	30	31				
*2-Hour Delay for Teacher PD ** End of First Quarter						

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6*	7**	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Conferences: *K-6 Evening, **K-12 All Day						

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11*	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
* End of Second Quarter						

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21**	22	23	24
25	26	27	28	29		
*2-Hour Delay for Teacher PD **7-12 Evening Conferences						

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19*	20	21	22	23
24	25	26	27	28	29	30
31						
* End of Third Quarter						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24*	25
26	27	28	29	30	31	
* Last Day of School for Students						

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Holiday – No School
 Teacher Work/In-service Day/PD – No School for Students
 No School – Fall/Winter/Spring Break

8/14	Teacher Work Day	1/12	Teacher Work Day – No School for Students
8/15	Professional Development Day – No School for Students	1/15	Martin Luther King Day – No School
8/17	First Day of School for Students	2/19	President's Day – No School
9/4	Labor Day – No School	2/20	2-Hour Delay Day – Teacher Professional Development
9/27	Parent Conferences (7-12) – Evening Conferences	2/21	Parent Conferences (7-12) – Evening Conferences
10/10	2-Hour Delay Day – Teacher Professional Development	3/19	Professional Development Day – No School for Students
11/6	Parent Conferences (K-6) – Evening Conferences	3/23-4/1	Spring Break – No School
11/7	Parent Conferences (K-12) – No School for Students	4/8	Solar Eclipse – No School for Students
11/20	Professional Development Day – No School for Students	5/24	Last Day of School for Students
11/21-11/24	Fall Break – No School	5/27	Memorial Day – No School
12/21-1/2	Winter Break	5/28	Teacher Work Day

May 28, 29, 30, 31, and June 3 will be used as make up days. Make-up days will be at the end of the school year as determined by the Board of Education. The Teacher Work Day will be scheduled the day/s after the final student day.