

## SECTION C: GENERAL SCHOOL ADMINISTRATION

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CA*	Administration Goals
CAA	District Administration Priority Objectives
CB	School Superintendent
CBA*	Qualifications and Duties of the Superintendent
CBAA*	Incapacity of the Superintendent
CBB	Recruitment and Appointment of Superintendent
CBC*	Superintendent's Contract
CBD	Superintendent's Compensation and Benefits
CBE	Superintendent's Development Opportunities
CBF	Superintendent's Consulting Activities
CBG*	Evaluation of the Superintendent (Also AFB)
CBH	Superintendent's Termination of Employment
CBHA	Superintendent's Retirement
CBI*	Board-Superintendent Relationship (Also BCD)
CC*	Administrative Organizational Plan
CCA*	Organizational Chart
CCB*	Staff Relations and Lines of Authority
CD*	Management Team
CE*	Administrative Councils, Cabinets and Committees
CF*	School Building Administration
CG	Special Programs Administration
CGA	Summer Program Administration
CGB	Adult Education Program Administration
CGC	State and Federal Programs Administration
CH*	Policy Implementation
CHA	Development of Regulations
CHB*	Board Review of Regulations (Also BFCA)
CHC	Regulations Dissemination
CHCA*	Approval of Handbooks and Directives
CHD*	Administration in Policy Absence (Also BFE)
CI	Temporary Administrative Arrangements

SECTION J: GENERAL SCHOOL ADMINISTRATION  
(continued)

CJ            Administrative Intern Program

CK            Program Consultants

CL            Administrative Reports

CM\*          School District Annual Report

\*denotes areas covered by Sandusky Board policy

## ADMINISTRATION GOALS

The District's administrative organization is designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies implemented through the Superintendent. The Board is responsible for specifying its requirements and expectations of the Superintendent and for holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent is responsible for clearly specifying the Board's requirements and expectations for all other administrators and for holding each accountable by evaluating how well requirements and expectations are met.

Major goals of administration in the District are:

1. to manage the District's various departments and programs effectively;
2. to provide professional advice and counsel to the Board and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;
3. to implement the management function so as to ensure the best and most effective learning programs through achieving such other goals as:
  - A. provide leadership in keeping abreast of current education developments;
  - B. arrange for the staff development necessary to the establishment and operation of learning programs which better meet student needs;
  - C. coordinate cooperative efforts for the improvement of learning programs, facilities, equipment and materials and
  - D. provide access to the decision-making process for the ideas of staff, students, parents and others;
4. to develop an effective program of evaluation which includes every position, program and facility in the District and
5. to develop and use a team management approach.

[Adoption date: November 19, 2001]

CROSS REFS.: AF, Commitment to Accomplishment  
CD, Management Team  
GCL, Certificated Staff Development Opportunities  
GDL, Classified Staff Development Opportunities

Sandusky City School District, Sandusky, Ohio

## QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Title: Chief Executive Officer and Superintendent

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

Definition: The Chief Executive Officer and Superintendent of Schools is the chief executive and administrative officer of the Board. The CEO and Superintendent reports directly to the Board, has all powers and duties imposed upon the office by statute, and has all executive and administrative powers and duties in connection with the overall operation of the schools, which are not required by statute to be exercised directly by the Board or by some other officer. The Superintendent exercises leadership through school administrators who comprise the leadership team.

Major Policy Responsibility: The CEO and Superintendent of Schools initiates and recommends policies for approval by the Board and develops policies recommended by the Board. Following approval of policies by the Board, the CEO and Superintendent is responsible for implementing policies and ensuring that the overall operation of the schools adheres to established Board policies. The CEO and Superintendent shall affect the position responsibilities by delegating, at his/her discretion, said responsibilities to assistants and subordinates with the knowledge that the delegation or power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

### Key Functions:

Vision, Continuous Improvement, and Focus of District Work: The CEO and Superintendent shall establish a vision, expect continuous improvement, and develop a focused plan for achieving District goals. Effective executives facilitate the establishment of a vision for their Districts. They articulate this vision clearly, creating a description of what the District can become. This vision drives the District's work.

Representative Elements:

1. Develop a shared vision for the District.
2. Expect, model, and support the effective use of data.
3. Create and execute a coherent plan with a limited, achievable number of goals and objectives.
4. Implement the District plan and monitor the strategies and activities for achieving the goals and objectives.
5. Communicate the District's vision, goals, and focused plan.
6. Engage the Board and key staff in a process that identifies objectives details activities, resources, timelines, standards, and monitoring processes necessary for completion of the District objectives.
7. Provides regular and year-end reports on progress.

Communication and Collaboration: Effective executives have processes in place to:

1. facilitate communication and collaboration with the Board and the District Treasurer,
2. establish and maintain effective relationships with school personnel, and
3. engage the external community.

Effective executives recognize the importance of involving multiple stakeholders to inform decision-making, communicate processes and celebrate accomplishments. To gain and maintain support for these improvement efforts and to sustain the focus on the goals, effective executives must communicate effectively with staff and stakeholders.

Representative Elements:

1. Demonstrate communication competence with all stakeholders.
2. Develop, implement and maintain effective communication systems.
3. Communicate effectively, openly and demonstrate a willingness to collaborate with the Board, the District Treasurer and the District staff and external stakeholders.
4. Keep the public and staff informed about current educational practices, educational trends, policies, progress, and challenges in the District's schools.
5. Assess public and staff beliefs about matters pertaining to the schools.
6. Promptly respond to staff and community concerns.
7. Execute activities that build and sustain positive community engagement.
8. Establish rapport with the media.
9. Promote understanding, appreciation, and use of the community's diverse social, cultural, and intellectual resources.

Policies and Governance: Effective CEO and Superintendents identify, prioritize, recommend and follow policies and governance procedures that maintain a focus on the central goal - ensuring the success of all students. Effective Superintendents recognize the moral imperative to ensure the success of every child and recommend and enforce policies and governance practices accordingly. Effective Superintendents value the importance of an effective working relationship with the Board and enlist the Board's support for District goals.

Representative Elements:

1. Review, develop and recommend policies for the District.
2. Implement and continuously assess policies and practices.
3. Identify and respond to societal and educational trends that affect the District and community.
4. Advocate for children and families.
5. Model and expect professional conduct.
6. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed decisions.
7. Prepare the agenda for Board meetings, attend and participate in all meetings of the Board and its committees, except when own employment or salary is under consideration, and participate in all Board deliberations, with no voting power.
8. Keep the Board informed of the activities operating under the Board's authority.

Instruction: The CEO and Superintendent leads the creation of instructional systems designed for high student achievement. The CEO and Superintendent shall place a primary focus on improving instruction and enhancing student learning. As an instructional leader, the CEO and Superintendent shall create a District culture and expectations that support effective data-based decision making at all levels of the system. The CEO and Superintendent shall work with District and building administrators to identify, collect, analyze, and use relevant data to identify strengths to sustain and improvements to address. The CEO and Superintendent shall promote, support and use research-based best practices for curriculum design and instruction.

Representative Elements:

1. Require Districtwide use of an established curriculum.
2. Ensure the development and implementation of high-quality, standards-based instruction.
3. Set expectations for and guide the creation of a comprehensive academic assessment system for the District.
4. Ensure that the District curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students consistent with available resources and legal mandates.

5. Provide for high-quality professional development for all staff aligned with District, state and applicable national standards.
6. Promotes the use of effective and appropriate technologies to support teaching and learning.
7. Direct and supervise extra and cocurricula programs in the District.

Resources: Effective CEO and Superintendents intentionally focus financial, human, time, materials, technological and facility resources in support of District goals for instruction and achievement. Superintendents take actions to achieve District goals. They support individuals at all levels in the District and assume that the central office is a support and service organization for the schools. Effective executives organize the District to provide leaders appropriate authority within their schools to make decisions and implement initiatives. To allow for this to happen successfully, Superintendents provide adequate and equitable resources across the District.

Representative Elements:

1. Recruit, develop, evaluate and retain quality staff and oversee human resource management.
2. Organize calendars, and schedules focused on District goals.
3. Manage and prioritize fiscal resources to align expenditures with District goals.
4. Identify and equitably allocate materials and technology to support District goals.
5. Oversee the District's facilities and operations.
6. Assign and transfer employees as the interest of the District may dictate.
7. Provide and implement a plan of assessment and evaluation for employees of the District as well as personally assess and evaluate select administrative personnel.
8. Provide a process for the creation of the annual tax budget and appropriation budget and recommend them to the Board for approval.
9. Recommend to the Board tax millage needed to maintain the District's educational programs and provide leadership to tax levy campaigns.
10. Provide bidding, purchasing and accounting procedures that are cost effective and efficient.
11. Provide appropriate regulations for the use and care of school properties.
12. Manage and supervise the transportation of students and provision of food services.

Special Projects, Other Duties and Skills: To identify, address, and/or resolve tasks and problems that emerge in the District, which are unique or crucial to the overall successful operation of the District. It is expected that the CEO and Superintendent demonstrate leadership skills in the carrying out of his/her functions.

Representative Elements:

1. Construction projects; facilitation of coherent, well-planned process.
2. Leadership in managing levy and bond issues campaigns.
3. Coalition building in the community for specific Board goals.
4. Identifying enrollment trends and making recommendations concerning facility needs.
5. Leadership as demonstrated by the following skills: effective written and oral communications skills, sound and thoughtful decision-making skills, facilitator of building a culture of trust and high expectations, engages in self-development, facilitates conflict management, demonstrates creativity, anticipates problems, demonstrates entrepreneurial skills, is a self-initiator, demonstrates high ethical and professional behavior.
6. Professional and personal development through participation in local, state, and national professional organizations, visits similar school districts, attends educational conferences, and reads current professional literature.

Qualifications: Possess a master's degree and superintendent's certificate.

[Adoption date: November 19, 2001]

[Re-adoption date: April 11, 2016]

LEGAL REFS.: ORC 3319.01; 3319.16; 3319.22

CROSS REFS.: CBAA, Incapacity of the Superintendent  
CBG, Evaluation of the Superintendent (Also AFB)  
CCA, Organizational Chart  
CCB, Staff Relations and Lines of Authority



## INCAPACITY OF THE SUPERINTENDENT

As the executive officer of the District, the Superintendent has a major responsibility in managing the operation of the schools.

Should the Superintendent become incapacitated, the Board appoints a superintendent pro tempore who shall meet the certificate requirement as established by law. The appointment is made by a majority vote of the Board and only after the conditions relating to incapacity are met in accordance with Ohio law and the Family and Medical Leave Act of 1993.

The Superintendent Pro Tempore performs all the duties and functions of the Superintendent and may be removed at any time by a two-thirds majority vote of the members of the Board or upon return to full-time active service of the Superintendent.

[Adoption date: November 19, 2001]

LEGAL REFS.: ORC 3319.01; 3319.011; 3319.13; 3319.16

## INCAPACITY OF THE SUPERINTENDENT

A superintendent pro tempore is appointed by a majority of the members of the Board upon determining that the Superintendent is incapacitated in such a manner that he/she is unable to perform the duties of that office. Such incapacity is determined:

1. by request of the Superintendent, if the Superintendent is absent with pay for reasons of personal illness, injury or exposure to contagious disease which could be communicated to others;
2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;
3. upon the determination of a referee, pursuant to ORC 3319.16, that the Superintendent is unable to perform the duties of the office of Superintendent;
4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or
5. upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability pursuant to ORC 3319.13 and 3319.16.

During the period of incapacity, the Superintendent may:

1. at his/her request, be placed on sick leave, with pay, not to exceed the extent of his/her accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by Board policy;
2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act, be placed on unpaid FMLA leave for up to twelve weeks per year and
3. at his/her request, or without his/her request, the Superintendent may be placed on a leave of absence without pay pursuant to ORC 3319.13.

The leave provided during the period of incapacity (described above) will not extend beyond the contract or term of office.

The Superintendent may, upon request to the Board, be returned to active-duty status, unless the Board denies the request within 10 days of receipt of the request. The Board may require the Superintendent to establish to its satisfaction that he/she is capable of resuming such duties and that the duties be resumed on a full-time basis.

The Board may demand that the Superintendent return to active service; upon the determination that he/she is able to resume his/her duties, the Superintendent will return to active service.

The Superintendent may request a hearing before the Board on any action taken under this policy and has the same rights as are granted under ORC 3319.16.

The Board fixes the compensation of the Superintendent Pro Tempore in accordance with ORC 3319.011. He/She serves until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is earlier.

(Approval date: November 19, 2001)

## SUPERINTENDENT'S CONTRACT

The appointment of the Superintendent is secured through a written agreement stating the terms of the contract. The contract meets all State requirements and protects the rights of both the Board and the Superintendent.

The Superintendent is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. Should a vacancy occur mid-term, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1. The period of time in which the Superintendent's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Superintendent's salary may be increased or decreased during his/her term of office. However, any decrease must be part of "a uniform plan" affecting salaries of all District employees.

The Board authorizes the annual payment of the Superintendent's accrued, unused vacation leave.

If the Board intends to nonrenew the Superintendent's contract, notice in writing of the intended nonrenewal must be given to the Superintendent on or before March 1 of the year in which the contract expires.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract.

[Adoption date: November 19, 2001]

[Re-adoption date: October 16, 2006]

[Re-adoption date: August 15, 2011]

[Re-adoption date: July 23, 2012]

LEGAL REFS.: ORC 124.384(C); 124.39(C)  
3319.01; 3319.16; 3319.225

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent  
CBAA, Incapacity of the Superintendent  
CBG, Evaluation of the Superintendent (Also AFB)  
CBI, Board-Superintendent Relationship (Also BCD)

## EVALUATION OF THE SUPERINTENDENT

The Board evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Criteria for the evaluation of the Superintendent are based upon the Ohio Superintendent Evaluation System.

The Board evaluates the abilities and services of the Superintendent at least once a year.

The evaluation of the Superintendent's abilities and performance is written and made available to and discussed with the Superintendent in conference. The Board must consider the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

[Adoption date: November 19, 2001]

[Re-adoption date: January 12, 2016]

LEGAL REFS.: ORC 3319.01; 3319.16

CROSS REFS.: AF, Commitment to Accomplishment  
BDC, Executive Sessions  
CBA, Qualifications and Duties of the Superintendent  
CBC, Superintendent's Contract  
CBI, Board-Superintendent Relationship (Also BCD)

## BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals, is the most important function of a Board and the execution of the policies should be the function of the Superintendent and staff.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the District within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the District program and keeping the Board informed about District operations and problems.

The Board strives to procure the best professional leader available as its Superintendent. The Board, as a whole and as individual members, will:

1. give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. act in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;
3. hold all meetings of the Board in the presence of the Superintendent, except when matters such as the Superintendent's contract and/or salary are under consideration;
4. refer all complaints to the Superintendent for appropriate investigation and action;
5. strive to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their educational functions on a thoroughly professional basis and
6. present personal criticisms of any employee directly to the Superintendent.

[Adoption date: November 19, 2001]

## ADMINISTRATIVE ORGANIZATION PLAN

The legal authority of the Board shall be transmitted through the Superintendent along specific paths from person to person as shown in the Board-approved organizational chart of the District (see CCA).

The lines of authority on the chart shall represent direction of authority and responsibility.

The Superintendent shall have freedom to reorganize lines of authority and to revise the organizational chart, subject to Board approval of major changes and/or the elimination and creation of positions. The Board expects the Superintendent to keep the administrative structure up to date with the needs for supervision and accountability throughout the school system.

[Adoption date: November 19, 2001]

CROSS REF.: CB, School Superintendent

ORGANIZATIONAL CHART

In Concept Draw



## STAFF RELATIONS AND LINES OF AUTHORITY

The Superintendent establishes clear understandings on the part of all personnel of the working relationships in the District.

Lines of direct authority are those approved by the Board and are shown on the District's organizational chart.

Personnel are expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator refers such matters to the next higher administrative authority when necessary. All personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

Lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the District.

[Adoption date: November 19, 2001]

[Re-adoption date: May 16, 2005]

[Re-adoption date: December 7, 2009]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)  
ACAA, Sexual Harassment  
BG, Board-Staff Communications (Also GBD)  
CCA, Organizational Chart  
CD, Management Team  
KL, Public Complaints  
KLB, Public Complaints About the Curriculum or Instructional Materials

## MANAGEMENT TEAM

The Board endorses the management team concept for the District.

The management team of the District consists of two groups.

### Policy Team

The Board, Superintendent and Treasurer comprise the team. The Board President serves as team leader. Primary responsibilities of this team are to establish policies to guide the District and to ensure that the policies are carried out.

### Administrative Team

All administrators within the District comprise this team. The Superintendent serves as team leader. This team is responsible for carrying out the functions of planning, organizing, staffing, implementing and evaluating, guided by the policies established by the policy team and adopted by the Board.

The team approach to management represents an attempt to provide close cooperation and effective working relationships among administrative personnel. It is an effort to make the best use of the talents and expertise available by establishing open lines of communication and by providing a supportive environment in which collaborative problem solving and decision making can take place.

Guidelines for the implementation of this policy are a primary management team concern. These guidelines include:

1. procedures for convening the team;
2. procedures for implementing in-service management team training;
3. procedures for establishing team evaluation and
4. procedures for implementing goals and objectives of the District.

[Adoption date: November 19, 2001]

CROSS REF.: CCB, Staff Relations and Lines of Authority

## ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets and committees which are necessary for proper administration of the Board policies and for the improvement of the total educational program.

All councils, cabinets and committees created by the Superintendent are for the purposes of obtaining the advice and counsel of administrative and supervisory personnel of the District and aiding in District communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. Authority for establishing policy remains with the Board; authority and responsibility for implementing policy remain with the Superintendent.

The membership, composition and responsibilities of administrative councils, cabinets and committees are defined by the Superintendent and may be changed at his/her discretion.

Such councils, cabinets and committees need not meet the requirements of the Sunshine Law.

[Adoption date: November 19, 2001]

## SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the Superintendent and upon the advice of central office administrators, each principal shall be the chief administrator of his/her school. All personnel assigned to his/her building shall be directly responsible to him/her. Staff members who work in more than one school shall be responsible to the principal of the school during the time they are working in his/her building.

Evening activities should fall under the responsibility/administration province of the building administrator or the activity-assigning administrator.

[Adoption date: November 19, 2001]

CROSS REF.: CB, School Superintendent

## POLICY IMPLEMENTATION

The Superintendent is responsible for carrying out, through regulations, the policies established by the Board. It is expected that all Board employees and students follow all Board policies and regulations.

There are many activities which are common to all schools, but procedures for conducting them may vary from building to building. Principals establish procedures for conducting activities in their individual schools within the larger framework of District regulations and Board policies.

The Board delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools operate. These regulations and detailed arrangements constitute the regulations governing the school. They must be consistent with the policies adopted by the Board.

Individuals in supervisory positions are responsible for informing staff members of existing policies and regulations and for seeing that they are implemented in the spirit intended. Continuous disregard for Board policy and administrative regulations may be interpreted as willful neglect of duty.

The Superintendent devises a means for disseminating particular regulations, prior to their effective dates, to the staff members, students and/or members of the public who are directly affected by them.

[Adoption date: November 19, 2001]

LEGAL REF.: ORC 3313.20

## BOARD REVIEW OF REGULATIONS

State law requires the Board to make “rules and regulations” for the government of the District, its employees, students and all other persons entering the District’s grounds and premises.

[Adoption date: November 19, 2001]

[Re-adoption date: March 6, 2006]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.47

CROSS REF.: CH, Policy Implementation

## APPROVAL OF HANDBOOKS AND DIRECTIVES

In order that pertinent Board policies, regulations and school rules are known by all staff members and students affected by them, administrators are granted authority to issue staff and student handbooks as necessary. Handbooks are distributed to students at the beginning of each school year and it is the responsibility of the students and their parents to review and become familiar with all policies and rules contained in the handbooks.

It is essential that the contents of all handbooks conform with Districtwide policies and regulations. Student handbooks should be consistent by both grade and building levels. Administrators at all levels should review handbooks for consistency. The Board approves all handbooks prior to publication.

The Board reviews and approves the handbooks in order that the contents are accorded the legal status of Board-approved policies and regulations. The Superintendent uses his/her judgment as to whether other specific handbooks need Board approval.

All handbooks published are to be made available to the Board for informational purposes.

[Adoption date: November 19, 2001]

[Re-adoption date: March 6, 2006]

LEGAL REF.: ORC 3313.20

CROSS REFS.: Staff Handbooks  
Student Handbooks

## ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy, the Superintendent may take temporary action which would be in accordance with the overall policy of the Board. The Superintendent is not free to act when the action involves a duty of the Board which by law cannot be delegated.

In each case, the Superintendent shall present the matter to the Board for its consideration at its next meeting.

[Adoption date: November 19, 2001]

LEGAL REF.: ORC 3313.20



## SCHOOL DISTRICT ANNUAL REPORT

The Board shall issue a District annual report and an annual report for each building within the District as required by State regulations.

The format of the report is designed by the administrative staff.

The content of the report conforms to State guidelines. The report is made available to all District residents.

[Adoption date: November 19, 2001]

LEGAL REFS.: ORC 3313.94  
3315.07  
3319.04; 3319.32; 3319.33  
OAC 3301-11-01 thru 3301-11-06

CROSS REF.: District Report Card