

## ARTICLE IV: CONDITIONS OF EMPLOYMENT – LICENSED PERSONNEL

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## **POLICY 5-4.1 LICENSED PERSONNEL: CONDITIONS OF EMPLOYMENT**

### **Generally**

The Hanover County School Board accepts the licensed instructional personnel/student ratio as expressed in the Standards of Quality adopted by the Virginia General Assembly. The School Board commits itself to achieving and maintaining this ratio only to an extent proportionate to the funding thereof provided by the General Assembly.

Teachers employed in the Hanover County Public Schools shall hold currently valid teachers' licenses in accordance with Virginia Board of Education regulations governing licensure of school personnel.

In addition to other requirements set forth in federal and state law and elsewhere in School Board policies, the School Board shall consider the following criteria in selecting teachers and other licensed professional staff: educational training, professional attitudes, professional competence, scholarship, successful experience and character.

Teachers are encouraged to take classes regularly for self-improvement and to attend and participate in workshops and conferences that will improve their expertise in their areas of instruction. Teachers should manifest a thorough knowledge of the subjects they teach, have a deep commitment to the success of children and youth, demonstrate a positive attitude for working harmoniously with others and possess the ability to discover and develop the potential of their students.

### **Qualifications**

In order to qualify for appointment as a teacher in the Hanover County Public Schools, each applicant shall:

1. Present acceptable recommendations on his teaching experience, provided that he is not a beginning teacher. Such recommendations should include those of his most recent principal, division superintendent or supervisor;
2. Hold a Virginia teacher's license endorsed for the area of teaching for which he is employed in accordance with regulations outlined in the Virginia Board of Education's Licensure Regulations for School Personnel.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-296.1, 22.1-296.2, 22.1-298, 22.1-299, 22.1-303; Licensure Regulations for School Personnel, 8 VAC 20-21-10; Americans with Disabilities Act of 1990.

*Recodified: August 2000, Amended: July 16, 2003*

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## **POLICY 5-4.2 LICENSURE/RELICENSURE OF PROFESSIONAL STAFF**

The Virginia Board of Education prescribes the requirements for certification of teachers and other school personnel. No teacher shall be regularly employed by the Hanover County School Board or paid from public funds unless such teacher holds a license or provisional license issued by the Virginia Board of Education, holds a three-year license to teach high school career and technical education courses in specified subject areas, or is hired to teach in a trade and industrial education program and for whom the teacher licensure requirements have been waived by the Virginia Department of Education.

If a teacher employed under a provisional license is activated or deployed for military service within a school year (July 1 – June 30), an additional year will be added to the teacher's provisional license for each school year or portion thereof the teacher is activated or deployed. The additional year or years shall be granted the following year or years after the return of the teacher from deployment or active duty.

On recommendation of the division superintendent, the School Board may waive applicable licensing requirements as specified in Va. Code § 22.1-298.1 for any individual the School Board seeks to employ as a career and technical education teacher who is also seeking initial licensure or renewal of a license with an endorsement in the area of career and technical education.

Requirements for classroom teachers, special education, vocational education, guidance counselors, reading specialists, school psychologists, and visiting teachers/social workers are stated in the Regulations Governing Licensure of School Personnel. Complaints or disputes regarding licensure or approval of relicensure work or application of such work toward renewal of license are not grievable.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-298.1, 22.1-299.5, 22.1-299.6, 22.1-306; Licensure Regulations for School Personnel, 8 VAC 20-22-10, et seq.

*Recodified: August 2000*

*Amended: June 13, 2017*

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## **POLICY 5-4.3 LICENSED PERSONNEL: CONTRACTS**

### **Generally**

Once a final determination has been made and all contract and compensation determinations have been approved, the Department of Human Resources has the sole responsibility of making the job offer to the candidate. Contracts in compliance with requirements of the Virginia Department of Education shall be issued by the Department of Human Resources. Letters of appointment may be offered to individuals prior to the issuance of a contract. Only the School Board, by action duly taken within the parameters established by law, has the authority to contractually obligate itself.

Contracts will be in the form prescribed by the Virginia Board of Education, with special covenants added by the School Board as appropriate. Once offered a contract, employees shall return both copies of issued contracts, signed or unsigned, within one week (7 calendar days) following receipt of such contracts; otherwise, the contract shall be declared null and void. Written contracts shall be signed by the clerk of the School Board and the School Board Chairman after official action by the School Board (which approval shall be recorded in the minutes) before an individual is officially employed. Contracts shall be signed in duplicate with a copy furnished to each party.

Coaching contracts and contracts for extracurricular activity sponsorship assignments for which a monetary supplement is paid shall be separate and apart from the annual or continuing contract. Termination of such a contract supplement shall not constitute cause for the termination of the annual or continuing contract. For purposes of this Policy, "extracurricular activity sponsorship" means an assignment for which a monetary supplement is received requiring responsibility for any student organizations, clubs, or groups except those activities that are conducted in conjunction with regular classroom, curriculum or instructional programs.

### **Reappointment of Licensed Personnel**

Persons who are currently employed by the School Board and who seek reappointment for the succeeding school session shall file the standard form provided, "Letter of Intent to Reemploy." Such reappointment request shall be received by the principal of the school in which the applicant is employed and forwarded to the office of human resources.

### **Probationary Period of Licensed Personnel**

With the exception of teachers who successfully completed their third year of probationary service in the 2013 school year, a probationary period of five consecutive years in the Hanover County School Division is required before becoming eligible for continuing contract status. Any instructional personnel who have achieved a continuing contract in another school division, shall serve a two-year probationary period before becoming eligible for continuing contract status in Hanover County. Probationary terms of service for principals and supervisors shall

be consistent with applicable state law. If a teacher, principal, or supervisor separates from service during his probationary period and does not return to service in Hanover County by the beginning of the year following the year of separation, such person shall be required to begin a new probationary period. If a teacher who has attained continuing contract status separates from service and does not return to teaching in Hanover County for a period longer than two years, such person shall be required to begin a new three-year probationary period. For purposes of calculating the years of service required to attain continuing contract status, at least 160 contractual teaching days during the school year shall be deemed the equivalent of one year in the first year of service by a teacher.

The School Board shall provide to every first year probationary teacher a mentor to assist him in achieving excellence in instruction. Probationary teachers with prior successful teaching experience may be exempt from this requirement with approval from the division superintendent. Probationary teachers shall be evaluated annually. The division superintendent shall consider such evaluations as one factor in making recommendations to the School Board regarding the employment of probationary teachers. If a probationary teacher's evaluation is not satisfactory, the School Board shall not reemploy such teacher.

### **Continuing Contracts**

Teachers employed after completing the probationary period shall be entitled to continuing contracts during good behavior and competent service. The School Board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects pursuant to Policy 5-3.7. Furthermore, nothing in the continuing contract shall be construed to authorize the School Board to contract for any financial obligation beyond the period for which funds have been made available.

### **Release from Contracts**

If a teacher who has not achieved continuing contract status receives notice of reemployment, he must accept or reject in writing within 15 calendar days of receipt of the notice. Written notice of non-renewal of the contract must be given by the School Board on or before June 15 of each year.

From the beginning of any school year through May 31 of that school year, a teacher (whether probationary or continuing contract) may seek employment and file applications for the next school year with other school divisions. The teacher may do so without notifying the office of human resources. However, for any contracts offered to the teacher from other school divisions after April 15, the teacher must receive written release from their contract with the Hanover County School Board prior to signing a contract with the prospective employer. On or after June 1 of any year, a teacher is bound by any contract entered with the School Board. A teacher may seek employment and file application for the next school year with other school divisions, however, a teacher should not accept a contract with another division unless and until he has secured a written release from the Hanover County School Board. The School Board will grant releases from contracts after June 1 only for good cause shown, to be determined solely by the School Board. If the School Board declines to grant a request for release from a contract on the grounds of insufficient cause, and the teacher breaches or expresses an intent to breach the contract, the School Board may pursue all available remedies for the breach, including petitioning the Virginia Board of Education for suspension of the teacher's license, in accordance with applicable law.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-293, 22.1-294, 22.1-298, 22.1-299, 22.1-302, 22.1-303, 22.1-304, 22.1-305; Regulations Governing The Employment of Professional Personnel, 8 VAC 20-440-10; Regulations Governing Contractual Agreements With Professional Personnel, 8 VAC 20-430-10; Regulations Governing Local School Boards, 8 VAC 20-490-10.

*Recodified: August 2000*

*Amended: July 13, 2010, September 11, 2012, November 12, 2013*

## ACCOMPANYING REGULATION

### REGULATION 5-4.3 TERMS OF WRITTEN CONTRACT

#### Terms of Written Contract

##### 10-month Teacher Contracts

Contracts for all regular classroom teachers shall include a minimum of 181 teaching days, a minimum of 10 designated workdays, 9 workdays at the discretion of the School Board and paid holidays and vacation as designated on the annual school calendar.

##### 10-1/2-month Teacher Contracts

Contracts for all 10-1/2-month teaching personnel shall include a minimum of 181 teaching days, a minimum of 20 designated workdays, 9 workdays at the discretion of the School Board and paid holidays and vacation as designated on the annual school calendar.

##### 11-month Teacher Contracts

Contracts for all 11-month teaching personnel shall include a minimum of 181 teaching days, a minimum of 34 designated workdays, 5 workdays at the discretion of the School Board, and paid holidays and vacation as designated on the annual school calendar.

##### 12-month Teacher Contracts

Contracts for all 12-month teaching personnel shall include a minimum of 181 teaching days, a minimum of 54 workdays, 5 workdays at the discretion of the School Board and paid holidays and vacation as designated on the annual school calendar.

##### Calculations of Deductions

Calculations of deductions and allowance for all personnel shall be made on the basis of actual days contracted.

### POLICY 5-4.4 TEACHER RESPONSIBILITIES AND DUTIES

Hanover County Public School teachers are assigned to serve under the authority, direction and supervision of administrators, usually the building principals, who are designated by the division superintendent. The principal of the respective school, subject to approval by the division superintendent, may make special assignments.

The School Board expects that teachers will conduct themselves in a professional and appropriate manner regarding their instructional role in school. Whenever a teacher needs clarification in defining his professional responsibilities he should consult the principal. Specific teaching duties and responsibilities are listed in job descriptions located in the office of human resources.

All teachers shall acquaint themselves with and observe and enforce regulations prescribed by the division superintendent, the Policies of the Hanover County School Board and the applicable laws of Virginia.

#### **Planning**

Assignments for teachers will provide, when possible, designated times for planning during contract hours. Elementary school teachers will be provided at least an average of thirty minutes per day during the student's school week as planning time.

### **Extracurricular Activities - Assignments**

Teachers may be assigned to those extracurricular activities regarded as part of the teaching assignment. Whenever possible extracurricular activities should be assigned after considering the interests and abilities of the teacher. The duties should be assigned as equitably as possible among the teaching personnel. Every teacher is expected to cooperate and assume his share of extracurricular activities that are assigned to him by the administration.

### **Committees**

Numerous committees of the staff as well as lay-faculty groups work upon specific education and school problems as needed. Professional staff should participate on these committees as from time to time they are needed.

### **Investigating/Reporting Alcohol or Drug Use**

Licensed and classified licensed employees who, in good faith with probable cause and without malice, act to report or investigate the activities of any student or any other person as they relate to alcohol or drug use or abuse in or related to the school or to any school activity, shall be immune from all civil liability that might otherwise be incurred or imposed as the result of the making of such a report, investigation or disclosure, as provided by law. See regulation 5-4.4 (A).

### **Reporting Child Abuse or Neglect**

All school board employees who have reason to suspect that a child is an abused or neglected child shall report the matter immediately to the building principal. Principals shall report such cases to the child abuse coordinator of the local Social Services Department as required by law. Personnel making the required reports are immune from civil and criminal liability connected therewith if the reports are made without bad faith or malicious intent.

**LEGAL REFERENCE:** Virginia Code, 1950, as amended, §§ 8.01-47, 22.1-280.1 and 22.1-291.1; 40.1-57.2 and 40.1-57.3; 63.1-248.1, 63.1-248.3, 63.1-248.5, 63.1-248.10.

*Recodified: August 2000*

*Amended: July 14, 2009*

### **ACCOMPANYING REGULATIONS**

REGULATION 5-4.4 (A) GUIDELINE AND PROCEDURES FOR HANDLING SUSPECTED DRUG AND ALCOHOL CASES

REGULATION 5-4.4 (B) PROCEDURES RELATING TO SUSPECTED CHILD ABUSE AND NEGLECT

**REGULATION 5-4.4 (A) GUIDELINE AND PROCEDURES FOR HANDLING SUSPECTED DRUG AND ALCOHOL CASES**

Following are the steps that should be taken in investigating the suspected use, possession, or distribution of illegal drugs and alcohol in the Hanover County Public Schools.

1. Depending on the situation, the person suspected of illegal use, possession, or distribution of drugs or alcohol should be escorted directly to the principal's office where a person in authority should remain at all times with the suspected. The division superintendent or his designee shall be notified immediately.
2. If the suspect is a student, parents should be notified as soon thereafter as possible and requested to come to the school.
3. The Sheriff's Department shall be contacted as soon as possible.
4. Interviews of students shall be conducted consistent with procedures outlined in the Student Code of Conduct.

5. The person or persons involved in the suspected drug or alcohol case should be referred immediately to the School Board office. If the suspects are employees, they should be referred to the assistant superintendent of human resources; if they are students, to the School Board hearing officer.
6. A conference will be held with the parents and the student or with the employee as soon as possible.
7. School officials will take appropriate disciplinary action consistent with all applicable policies and laws and/or the Code of Conduct.

#### **REGULATION 5-4.4 (B) PROCEDURES RELATING TO SUSPECTED CHILD ABUSE AND NEGLECT**

The following are procedures for reporting suspected child abuse and neglect:

1. School personnel, including teachers, shall report suspected cases of child abuse or neglect. Teachers shall notify their principal in suspected cases of child abuse and neglect. In such cases the principal immediately shall be responsible for notifying the Hanover County Department of Social Services.
2. When Social Services is investigating any case of child abuse/neglect and deems it necessary to talk to a child at school, the investigating social worker shall present school officials with appropriate identification. The social worker may talk with any child suspected of being abused or neglected as well as his siblings without the consent of his parent or guardian, and without the presence of a school official, and may take photographs of the child as a part of the investigation. A social worker investigating a report of abuse/neglect has the authority to take a child into emergency custody without parental consent or a court order under certain extreme circumstances. The social worker can transport a child only with parental consent or if the child is in the custody of Social Services.
3. The school shall provide Social Services any school records that would help document a reported abuse/neglect case, insofar as such release of information is consistent and in compliance with state and federal laws and regulations.
4. School principals shall submit a written report in suspected cases of child abuse/neglect to the division superintendent or his designee. A copy of this written report shall be sent to Social Services.
5. In cases where school employees are reported for child abuse/neglect as a result of an incident while conducting their official duties, the employee being investigated shall submit a written report to the division superintendent or his designee. School officials shall cooperate with the Department Social Services representative(s) conducting the investigation. The office of human resources shall conduct an independent investigation of charges alleging child abuse/neglect by persons employed by the School Board while conducting their official duties.

#### **POLICY 5-4.5 LICENSED PERSONNEL: PROFESSIONAL GROWTH**

##### **Generally**

The Hanover County School Board believes that the continuous educational growth of staff members both in educational techniques and subject depth is necessary for the continued improvement of the school division. The School Board, therefore, encourages the professional growth of staff members through college courses and other means as outlined in this Policy.

## **Staff Development**

There shall be an organized program of staff development for all employees of the School Board directed towards increasing their knowledge, improving their performance and generally upgrading the school division. The program shall be in compliance with the State Accreditation Standards and the Standards of Quality.

The goal of the School Board's professional development program is to provide better learning experiences in the classroom that result in a positive effect on student performance and attitude. This can be accomplished through the improved awareness and effectiveness of the staff. The professional development program consists of identifying the areas in which improvement is needed, establishing programs that are designed to achieve the desired results and implementing these programs with evaluation and revision as needed.

The School Board will provide high quality professional development programs to teachers and principals each year in:

1. Instructional content;
2. The preparation of tests and other assessment measures;
3. Methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
4. Instruction and remediation techniques in English, mathematics, science, history and social science;
5. Interpreting test data for instructional purposes;
6. Technology applications to implement the Standards of Learning; and
7. Effective classroom management.

All instructional personnel are required to participate each year in professional development programs. To increase proficiency in instructional leadership and management, the School Board shall provide a program of professional development for administrative personnel. This program shall include (1) training in the evaluation and documentation of teacher and administrator performance based on student academic progress and (2) the skills and knowledge of the administrative personnel.

The School Board views its instructional personnel's proficiency with educational technology as vital to the school division's educational mission. Toward this end the School Board shall provide for a program of professional development in educational technology for all instructional personnel. Technical assistance on professional development shall be obtained from the Virginia Board of Education as needed.

## **Staff Development Meetings**

At designated times during the school year students will not attend school or will be dismissed early in order to free the staff for planning and staff development meetings. The division superintendent and designated administrators shall structure these sessions to make the best use of the available time. Since these meetings are a part of the required working day for staff members, attendance is mandatory.

## **Inservice Days**

Normally the school board shall provide, at least ten days annually for planning, evaluation, and inservice training. At least two such days each year, as determined by the division superintendent, will be scheduled as an orientation period prior to the beginning of the school year. This period shall be devoted to orientating teachers and other employees in their duties and responsibilities for the ensuing school year and to providing such information as may be necessary or helpful for the efficient performance of assigned duties.

## **Meetings, Conferences and Conventions**

### Generally

Employees may represent the school division at meetings and conferences without loss of pay with prior approval of the principal and division superintendent and/or his designee. Teachers who desire to attend meetings and

conferences should put their requests in writing, giving details, including theme, place, time, cost, etc. When several teachers are attending a meeting or conference, teachers should ride together if possible to save travel cost.

#### Faculty Meetings

Teachers are expected to attend all faculty meetings, regular or called, held in their individual schools or if necessary in other schools, at the discretion of the principal.

**LEGAL REFERENCE:** Code of Virginia, as amended, §§ 22.1-78, 22.1-253.13:3, 22.1-253.13:5 and 22.1-305.1; Regulations Governing Professional Development, 8 VAC 20-450-10.

*Recodified: August 2000*

*Amended: July 12, 2005, September 11, 2007*

### ACCOMPANYING REGULATION

#### REGULATION 5-4.5 GUIDELINES FOR ATTENDING PROFESSIONAL CONFERENCES

Personnel who need to attend professional conferences will observe the following:

##### **Professional Conference Permission Request**

The "Professional Conference Permission Request" shall be filled out and submitted to the employee's immediate supervisor. (Teachers should submit a completed form in duplicate to the principal. If approved by the principal, he will submit it to central office for processing by the assistant superintendent for instruction.) Any information pertaining to the conference should be attached to this form. Once the form is approved by the immediate supervisor, one copy will be given to the payroll clerk, and one copy returned to the individual making the request. The copy returned to the individual making the request is to be attached to the Reimbursement of Expenses Request form when submitted for payment.

##### **Reimbursement of Expenses Request**

The "Reimbursement of Expenses Request" form is to be filled out and submitted after the individual has attended the conference only if there are any expenses incurred for which the individual should be reimbursed. This form will be approved by the immediate supervisor (the principal in the case of teachers), and forwarded to the appropriate instructional director for processing for payment. Any receipts that reflect the cost of expenses incurred by attending the conference should be attached to the form.

Staff members attending a conference or a required meeting for only a few hours (less than a half day) are not to fill out a Professional Conference Permission Request form. However, they are to have permission from their immediate supervisor to attend.

**CIRCLE CORRECT DEPARTMENT:**

High School -	Director of Secondary Education
Middle -	Director of Middle Education
Elementary -	Director of Elementary Education
Vocational -	Director of Vocational Education
Special Ed -	Director of Special Education

***SUBMIT THREE COPIES***

**HANOVER COUNTY PUBLIC SCHOOLS**  
Ashland, Virginia

**Professional Conference Permission Request**

Submit in triplicate: Return one copy with reimbursement of Expense Request

NAME (Print) \_\_\_\_\_ Date \_\_\_\_\_

SCHOOL/DEPARTMENT \_\_\_\_\_ Subject or Grade \_\_\_\_\_

Name of Sponsor \_\_\_\_\_ Title of Conference \_\_\_\_\_

Location \_\_\_\_\_

Date(s) of Attendance \_\_\_\_\_

Date(s) you will be absent from work \_\_\_\_\_

Reimbursement of expenses:

(1) Mileage \_\_\_\_\_

(2) Food \_\_\_\_\_

(3) Lodging \_\_\_\_\_

(4) Other \_\_\_\_\_

TOTAL \_\_\_\_\_

Reason you wish to attend (Please relate to teaching or related assignment): \_\_\_\_\_

\_\_\_\_\_  
Date \_\_\_\_\_

Employee Signature

\_\_\_\_\_  
Date \_\_\_\_\_

Principal/Supervisor Signature

\_\_\_\_ Approved

\_\_\_\_ Not Approved

\_\_\_\_ Approved

\_\_\_\_ Not Approved

\_\_\_\_\_  
Date \_\_\_\_\_

Authorized Signature

\*Estimate when necessary

\*\* Please enclose conference announcement if possible

**PLEASE ATTACH ACCOUNT SUMMARY FORM**

**CIRCLE CORRECT DEPARTMENT:**

High School -	Director of Secondary Education
Middle -	Director of Middle Education
Elementary -	Director of Elementary Education
Vocational -	Director of Vocational Education
Special Ed -	Director of Special Education

***SUBMIT TWO COPIES***

**HANOVER COUNTY PUBLIC SCHOOLS**  
Ashland, Virginia  
**Professional Conference**  
**Reimbursement of Expense Request**

NAME \_\_\_\_\_

SCHOOL/DEPARTMENT \_\_\_\_\_

Title of Conference \_\_\_\_\_

Location \_\_\_\_\_

Date(s) of Attendance \_\_\_\_\_

Arrival Time \_\_\_\_\_ Departure Time \_\_\_\_\_

Expenses Incurred:

(1) Mileage \_\_\_\_\_ rate x mileage = \_\_\_\_\_ amount

(2) Food \_\_\_\_\_ number of meals \_\_\_\_\_ total cost

(3) Lodging \_\_\_\_\_ number of nights \_\_\_\_\_ total cost

(5) Other \_\_\_\_\_

TOTAL \_\_\_\_\_

Explanation of mileage expenses: \_\_\_\_\_

\_\_\_\_\_

Please attach receipts for expenses and submit to your principal or supervisor.

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

\_\_\_\_ Recommended

\_\_\_\_ Not Recommended

\_\_\_\_\_  
Principal/Supervisor Signature

\_\_\_\_ Approved

\_\_\_\_ Not Approved

\_\_\_\_\_  
Authorized Signature

## **POLICY 5-4.6 LICENSED PERSONNEL: DRESS CODE**

### **Criteria**

The attire of Hanover County School Board licensed employees during the hours when school is in session should conform to the following principles:

1. Dress should reflect the professional position of the employee.
2. Attire should be that which is commonly accepted in the community.
3. Dress should be exemplary of the students with whom the professional employee works.
4. Clothing should be appropriate to the assignment of the employee.

### **Application**

If an individual teacher believes that informal clothing such as sportswear would be appropriate to his teaching assignment or would enable him to carry out assigned duties more effectively, he may request an exception from the principal or division superintendent. An attempt should be made on all levels to ensure that the above principles are applied equitably and consistently throughout the school division.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

*Recodified: August 2000*

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## **POLICY 5-4.7 LICENSED PERSONNEL: EVALUATION**

The division superintendent shall supervise the establishment of a cooperatively developed procedure for adequate and periodic evaluation of the work of each Hanover County School Board employee and maintenance of suitable evaluative records. The evaluation procedure shall allow for personnel evaluation appropriate to tasks performed by those being evaluated.

The Hanover County Public Schools administration periodically shall evaluate teachers, principals, and other licensed instructional personnel and shall provide a written evaluation for each. The purposes of The Licensed Instructional Personnel Evaluation System (LIPES) shall include the following: *To contribute to the successful achievement of the goals and objectives defined in the school division's mission, to improve the quality of instruction by ensuring accountability for classroom performance and employee effectiveness; to promote a positive working environment and continuous communication between the employee and the evaluator to improve student outcomes; to promote self-growth, instructional effectiveness, and improvement of overall professional performance; and ultimately to optimize student learning and growth. Student learning and engagement in the learning process are central to the instructional environment.*

Evaluation should be a continuous process based upon cooperation, trust, and the achievement of predetermined objectives. The evaluation shall be the basis for the division superintendent's recommendation to the School Board for the continuation of employment.

### **Teachers and Other Licensed Instructional Personnel**

The School Board shall develop a procedure, for use by the division superintendent and other administrators, for evaluating teachers and other licensed instructional personnel that are consistent with the performance objectives set forth in the *VA Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

### **Principals and Other Licensed Administrators**

The School Board shall establish, for use by the division superintendent, clearly defined criteria for the performance evaluation of principals and other licensed administrators that are consistent with the performance objectives set forth in the *VA Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

## Employment Recommendations

The evaluation process shall be considered when making employment recommendations to the School Board pursuant to § 22.1-293 or 22.1-305 of the Code of Virginia.

The evaluation plan shall:

1. Be a cooperative effort;
2. Be a periodic and formal evaluation;
3. Cover the significant aspects of the employee's service;
4. Be available to the employee;
5. Guide the employee to improvement;
6. Establish mutually agreeable standards of performance; and,
7. Provide a guide for employee self-appraisal.

Any licensed instructional employee whose evaluation indicates deficiencies in the delivery of effective instruction which directly affects student academic progress, or in managing student conduct, may be required to attend professional development activities designed to improve instructional delivery, classroom management and/or discipline skills.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22-1.70, 22.1-78, 22.1-253.13:5, 22.1-294, and 22.1-295 and 22.1-303.1; Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for Professional Practice of Teachers.

*Recodified: August 2000*

*Amended: July 12, 2005, June 12, 2012, June 11, 2013*

### ACCOMPANYING REGULATIONS

REGULATION 5-4.7(A) EVALUATION OF TEACHERS

REGULATION 5-4.7(B) EVALUATION OF PRINCIPALS AND OTHER LICENSED ADMINISTRATORS

#### REGULATION 5-4.7(A) EVALUATION OF TEACHERS

##### Introduction

Evaluation of teachers, including school counselors, librarians, and other similar licensed instructional personnel (hereinafter referred to as "teacher" or "teachers") has as its major objective the assurance that measurable student learning is taking place in the classroom. In order to evaluate the performance of a teacher, the evaluator and evaluatee or teacher should be fully aware of their responsibilities. The responsibilities are set forth in criteria which are performance oriented. It is imperative that both the evaluatee or teacher and evaluator clearly understand the criteria.

This Regulation includes the criteria by which teachers are evaluated and the three forms to be used in the evaluation of teachers. These forms are designated as "Classroom Observation Forms," "Goal Setting for Student Progress Form" and "Teacher Summative Performance Report." All forms require the signature of both the teacher and the principal or central services administrator. The signatures indicate only that both parties have participated in this step of the evaluation.

## I. Performance Standards

In accordance with state and local policies and regulations, the teacher shall be responsible in the following areas of professional characteristics and demonstrate application of each of the following professional characteristics:

### A. Professional Knowledge

1. The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
2. Addresses appropriate curriculum standards.
3. Integrates key content elements and facilitates students' use of higher level thinking skills during instruction.
4. Demonstrates ability to link present content with prior knowledge, future learning, other subject areas, and real world application.
5. Demonstrates an accurate knowledge of the subject area(s) taught.
6. Demonstrates skills relevant to the subject area(s) taught.
7. Bases instruction on objectives that reflect high expectations.
8. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
9. Communicates clearly.
10. Checks for understanding.
11. Demonstrates understanding of life and career skills, learning and innovation skills, and information, media and technology skills.

### B. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school division's curriculum, effective strategies, resources, and data to meet the needs of all students.

1. Prepares written lesson plans to support instructional objectives with HCPS curriculum guidelines and Virginia's Standards of Learning.
2. Plans time for realistic implementation, content mastery, and transitions.
3. Develops appropriate long- and short-range plans.
4. Adapts plans using student learning data, including formal and informal assessments.
5. Plans for differentiated instruction.
6. Takes a leadership role in identifying, implementing, and evaluating interventions, programs, and/or other services for students.
7. Selects resources that appropriately engage students in purposeful learning.

### C. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

1. Engages students in active learning.
2. Builds upon students' existing knowledge and skills.
3. Links instruction to real-life, relevant situations.
4. Reinforces learning objectives by giving clear examples, by providing guided practice opportunities, by monitoring for common misconceptions.

5. Differentiates instruction.
6. Uses appropriate strategies/resources to support student mastery of life and career skills, learning and innovation skills, and information, media and technology skills.
7. Uses instructional technology.
8. Communicates clearly and checks for understanding.

D. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

1. Uses relevant data to develop expectations for students, to differentiate instruction, and to document learning.
2. Aligns student assessments with established curriculum standards and benchmarks.
3. Uses a variety of formative and summative assessment strategies and instruments that are valid and appropriate for the content and for the student populations.
4. Involves students in setting and monitoring their learning goals.
5. Uses grading and assessment practices that report final mastery of objectives.
6. Gives constructive and frequent feedback to students and parents regarding the learning process.

E. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

1. Arranges the classroom to maximize learning and provides a safe environment.
2. Maximizes instruction and minimizes disruptions.
3. Establishes a climate of trust, teamwork, and social interaction.
4. Promotes cultural sensitivity and respects diversity.
5. Actively listens and pays attention to students' needs and responses.
6. Works with students individually and in groups.
7. Promotes a mutually respectful learning environment by establishing and maintaining a supportive, professional rapport with students.
8. Establishes clear expectations for students and maintains and enforces them consistently and fairly throughout the school year.

F. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

1. Participates in and incorporates learning from professional growth activities annually and documents license renewal progress.
2. Sets goals for professional improvement to develop knowledge, skills, and opportunities for growth.

3. Collaborates and communicates effectively within the school community to promote students' well-being and success.
4. Adheres to federal and state laws and regulations, school board policies, and ethical guidelines.
5. Engages in activities outside the classroom intended for school and student enhancement.
6. Works in a professional, collegial and collaborative manner with administrators, other school personnel, and the community.
7. Builds positive and professional relationships with parents/guardians through frequent, effective communication regarding student progress.
8. Serves as a contributing member of the school's professional learning community.
9. Demonstrates consistent mastery of standard English in oral and written communication.

G. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

1. Sets acceptable, measurable, and appropriate achievement goals for student academic progress based on baseline data.
2. Documents the progress of each student throughout the year.
3. Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
4. Uses available performance outcome data to regularly document and communicate student academic progress and develop interim learning targets.

**II. Teacher Evaluation Process**

A. Objectives

1. The evaluation process shall be based upon the seven teacher performance standards as adopted by the Virginia Department of Education. Data will be collected from multiple sources, including formal and informal observations, goal setting for student academic progress, professional growth portfolios, staff surveys and other sources.
2. Student learning and teacher growth goals shall be established in writing between teacher and evaluator.
3. All evaluations shall be objective and in writing.
4. The evaluation process shall insure that a teacher's strengths and weaknesses, as measured by student academic growth and other observational data, shall be identified, and that time and assistance will be provided to correct any deficiencies.

B. Identification of Participants

Evaluation will include:

- a. Teachers;
- b. School Counselors;
- c. Librarians; and,
- d. Other licensed instructional personnel (excluding administration and supervisory staff).

### C. Definition of Roles and Observation Terms

1. Role of Principal/Primary Evaluator – Has immediate direction and supervision over the evaluatee or teacher, helps to set performance goals, monitors and evaluates performance, assesses the impact of teacher performance on student learning, and confers with evaluatee or teacher. In most cases the primary evaluator is the school principal; however, in some instances the primary evaluator is a central services administrator or designee.
2. Role of Reviewer (Principal) – Reviews the evaluatee's or teacher's goals and, when/where applicable, the evaluator's assessments of the evaluatee or teacher. The reviewer may conduct additional observations of the evaluatee at the request of the evaluator.
3. Formal Observation – A structured 40-60 minute observation of the teacher in the classroom or other instructional setting, typically unannounced, for the purpose of assessing student progress towards academic goals. An observation tool/form is utilized to provide targeted feedback on the teacher's effectiveness related to the performance standards. A post observation conference with the teacher should occur within 10 working days of the observation. An observer may be a principal, assistant principal, or a designee of the principal with supervision credentials/duties and/or responsibilities.
4. Informal Observation – An informal observation is a less structured, typically unannounced, thirty minute visit to the classroom with the purpose of assessing student progress towards academic goals. In some situations, informal observations may also include such activities as leading a grade, team, department, child study, IEP meeting; conducting professional development or facilitating parent conference, etc. No pre- or post- conference is necessary; however, a form/tool will be utilized to provide targeted feedback on the teacher's effectiveness related to the performance standards and discussed at a goals progress check (either mid year or end of year). An observer may be a principal, assistant principal, senior teacher, lead teacher specialist, department chair or other designee of the principal with supervision credentials. Informal observations can be helpful in determining if additional formal observations are necessary.
5. Walk-Through Observation – A brief 15-20 minute visit to the classroom used as a means to assess practices or trends and to assess student progress towards academic goals. Walk-through observations will be used as one component in a teacher's evaluation as discussed at a goals progress check and a tool/form may be utilized to provide targeted feedback on the teacher's effectiveness related to the seven performance standards. Walk-through observations can be helpful in determining if additional observations are necessary. An observer may be a principal, assistant principal, senior teacher, lead teacher specialist, department chair or a designee of the principal with supervision credentials/duties and/or responsibilities.
6. Quick Visit – A brief 3-5 minute visit to the classroom or other instructional setting commonly used in schools to assess practice, trends or student progress. This informal visit may be used as a component of the goal setting process; however, no formal form/tool will be utilized during quick visits. Quick visits, which may occur frequently, help affirm student/teacher growth or signal the need for additional support. A quick visit observer may be a principal, assistant principal or a designee of the principal.

7. Goal Setting Conference – An annual meeting between the teacher and his/her primary evaluator to set targeted goals for student academic progress utilizing achievement data for the school year.
8. Mid-year Review – An annual meeting between the teacher and his/her primary evaluator to engage both parties in collaborative reflection regarding mid-year student progress towards goal attainment, as well as realignment of goals based on current student progress as evidenced in the professional growth portfolio and other related data sources.
9. End-of-year Review – An annual meeting between the teacher and his/her primary evaluator to engage both parties in collaborative reflection regarding end-year results as related to goal attainment of student progress and growth over time as evidenced in the professional growth portfolio and other related data sources.
10. Summative Rating – An overall summative rating (exemplary, proficient, developing/needs improvement, unacceptable) will be assigned by the primary evaluator each year for probationary teachers and every three years for those teachers on continuing contract during the summative year of the cycle. Ratings will be weighted for each performance standard (10% for standards 1-6, and 40% for standard 7) and a scoring rubric will be utilized by the evaluator as a means of establishing an overall summative rating at the end of the summative cycle.
11. Professional Growth Portfolio (PGP) – An organized collection of evidence that demonstrates effective implementation of the performance standards and the educator's impact on student growth over time, especially those activities and information likely not seen in an observation.

#### D. Teacher Evaluation Cycle Requirements

The number of required components for evaluation depends upon the type of contract a teacher has been issued. Because probationary contracted teachers tend to have fewer years of recent teaching experience, their evaluation process should involve more frequent, on-going support from the evaluator than continuing contracted teachers.

##### 1. Evaluation Process for Probationary Contracted Teachers:

During each school year, the principal or his designee will conduct a minimum of two (2) formal observations followed by post conferences, two (2) informal observations, and walk-throughs at the discretion of the principal of each full-time probationary teacher. Formal observations may be announced or unannounced. Additional observations for any teacher will be at the principal/primary evaluator's discretion. The "Classroom Observation Form," "Goal Setting for Student Progress Form," and the "Teacher Summative Performance Report" are required for each probationary teacher on an annual basis. Summative evaluations are completed by the principal or assistant principal, if assigned as primary evaluator. The principal will serve as the final reviewer of each summative evaluation if not serving as the primary evaluator.

##### 2. Evaluation Process for Continuing Contracted Teachers:

Continuing contract teachers will be evaluated on a three-year cycle system with the following requirements: during years one and two, each continuing contracted teacher must receive a minimum of one walk through and one informal

observation. Additional observations for any teacher will be at the principal/primary evaluator's discretion. A beginning, mid-year and end-of-year annual review conference will be held annually. Continuing contract status, as well as a step increase recommendation will continue as long as proficient performance is evident. If performance is less than proficient, the need for additional observations and the development of a "Performance Improvement Plan" are necessary to address area(s) of deficiencies. (Teachers on Year 1 and Year 2 of the evaluation cycle will be rated only on Standard 7 annually. All ratings for annual Standard 7 scores will be averaged with the six other standards at the end of the Summative Evaluation Year.)

During the summative year for teachers on continuing contract, one formal observation, typically unannounced and followed by a post conference, one informal observation, beginning and mid-year goal progress review and a summative evaluation rating are required. Completion of a Goal Setting for Student Progress Form and Standard 7 rubric for all years during evaluation cycle and the Teacher Summative Performance Report are required for each teacher. Summative evaluations are completed by the principal or assistant principal, if assigned as primary evaluator. The principal will serve as the final reviewer of each summative evaluation if not serving as the primary evaluator.

#### E. Documenting Performance

Principals should document on three levels.

1. Observations are required for all teachers including written feedback, and post-conferences which follow all formal observations. The post conference will focus on observation feedback and progress towards reaching yearly goal(s). Where there is need for improvement, specific suggestions should be given and specific timelines set. All observations should be documented using the Classroom Observation Form. Formal post conferences are required within ten working days of each formal observation.
2. Annual review and written feedback of measurable teacher performance goals and Professional Growth Portfolio (PGP) documentation shall occur during the mid- and end-year review conferences (and will be addressed in a Performance Improvement Plan, if needed).
3. A summative report is required, rating the teacher's performance on all seven standards during the evaluation period. An evaluation must be performed at least every three years.

#### F. Summative Ratings on the Seven Performance Standards

1. On the summative evaluation, a four-level rating scale is applied to evaluate performance on each of the seven performance standards. The following levels will be used:
  - Exemplary (4)
  - Proficient (3)
  - Developing/Needs Improvement (2)
  - Unacceptable (1)

2. The first six performance standards are valued at 10% each, and the final standard, student academic progress, is valued at 40% when calculating the overall evaluation rating. At the conclusion of each summative cycle, a single summative rating will reflect an overall evaluation performance rating. Scoring rubrics will be used to mathematically calculate the final rating, except in some situations in which the teacher is rated below proficient, as described in subsequent paragraphs. The following ranges will be utilized to determine overall summative ratings:

- Exemplary (4) – The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exceptional and done in a manner that exemplifies the school division’s mission and goals.
- Proficient (3) – The teacher performing at this level maintains performance, accomplishments, and behaviors that meet the standard in a manner that is consistent with the school division’s mission and goals.
- Developing/Needs Improvement (2) – The teacher often performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.
- Unacceptable (1) – The teacher consistently performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.

### 3. Overall Summative Rating

a. In addition to receiving a rating for each of the seven performance standards, the teacher will receive an overall summative evaluation rating at the conclusion of the evaluation cycle. Scoring rubrics will be used to mathematically calculate the totals for the final rating, except in some situations in which the teacher is rated below proficient, when the following decision rules will be used to determine the overall summative rating:

- *Exemplary (35 or greater)* – The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school division’s mission and goals.
- *Proficient (25-34)* – The teacher performing at this level maintains performance, accomplishments, and behaviors that meet the standard in a manner that is consistent with the school division’s mission and goals. This is the expected level of performance.
- *Developing/Needs Improvement (15-24)* – The teacher often performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.
- *Unacceptable (14-10)* – The teacher consistently performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.

b. Exceptions to Mathematical Totals

- Typically, if any teacher, regardless of contract type, has an “unacceptable” rating on one or more of the seven performance standards, the individual will receive an overall summative evaluation rating of “unacceptable.”
  - If any teacher, regardless of contract type, receives a “developing/needs improvement” rating on one or more of the seven performance standards, the teacher may not receive a rating higher than “proficient” for the overall summative rating.
  - If a continuing contracted teacher receives three or more “developing/needs improvement” ratings from among the seven performance standards, the individual will receive an overall rating of “unacceptable” and will be placed on a PIP.
  - If a probationary contracted teacher receives three or more “developing/needs improvement” ratings from among the seven performance standards, the individual may receive an overall rating of “unacceptable” and may be placed on a Performance Improvement Plan (PIP).
- c. This summative evaluation rating will reflect an overall evaluation rating for the teacher. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the teacher’s performance.
- d. Principals should alert the teacher as needed if performance is such that a recommendation for non-renewal or termination may be forthcoming.
- e. Teachers who disagree with the evaluation have two options:
1. The teacher may make a written statement on the observation or summative evaluation form. This must be done or within one week of receipt of summative evaluation.
  2. The teacher may request in writing a meeting with the principal to discuss teacher’s concerns within one week of receipt of the summative evaluation.
- f. Performance Improvement Plan (PIP)

The principal or primary evaluator must assist a teacher having difficulty attaining a proficient rating in one or more of the seven performance standards with a support dialogue conference and/or a plan for improvement. The PIP should be completed as soon as a deficiency is identified to allow time for improvement and teachers on continuing contract will be placed in the summative year of the evaluation cycle.

A PIP may be appropriate when the observations of a teacher, the teacher’s goal progress, or other data regarding the performance standards and HCPS policy do not reflect a proficient level of performance.

Documentation of assistance and any progress made towards improvement of performance standard deficiencies should be noted on a PIP. A PIP may incorporate professional development opportunities, peer observations and periodic discussions between the teacher and principal or primary evaluator as a means of providing additional professional and collegial supports. A PIP may be used by an evaluator at any point during the year for a teacher whose performance is in need of significant improvement.

1. Continuing Contracted Teachers: While placement on a PIP can occur at any point during the school year, a PIP *will* be required for continuing contracted teachers if either of the following ratings is given on a Teacher Summative Performance Evaluation Report:

- a rating of "Developing/Needs Improvement" on three or more performance standards, or
- a rating of "Unacceptable" on one or more performance standards or an overall rating of "Unacceptable."

2. Probationary Teachers: While placement on a PIP can occur at any point during the school year, a PIP *may* be required for probationary teachers if either of the following ratings is given on a Teacher Summative Performance Evaluation Report:

- a rating of "Developing/Needs Improvement" on three or more performance standards MAY necessitate a Performance Improvement Plan.
- a rating of "Unacceptable" on one or more performance standards or an overall rating of "Unacceptable" necessitates a Performance Improvement Plan.

g. Outcomes Expected

When a teacher is placed on a PIP, the evaluator and the teacher on a PIP shall meet to review progress made on the PIP. The options for a final recommendation are:

1. Sufficient improvement has been achieved; the teacher is no longer on a PIP.
2. Partial improvement has been achieved but more improvement is needed; the teacher remains on a PIP.
3. Little or no improvement has been achieved; the teacher may be recommended for non-renewal/termination. If termination is not recommended, a new PIP will be implemented.

h. Review Procedures

Whenever a teacher receives an unsatisfactory summative evaluation rating, the following process shall be followed:

1. The principal shall report the unsatisfactory summative evaluation to the assistant superintendent of human resources.
2. Within five (5) working days of receipt of the final evaluation, the teacher may request in writing a meeting with the principal or primary evaluator to discuss the concerns. When it has been determined that action for termination is appropriate based on documented "Unacceptable" performance standards, the teacher will meet with Assistant Superintendent of Human Resources or a designee from the Office of Human Resources to discuss steps in the non-renewal or termination process.

This process does not abrogate any rights that the teacher has under the grievance procedure. Nothing in this Regulation shall be construed to limit the authority of the School Board to dismiss or place on probation a teacher or School Board employee pursuant to applicable law.

## HCPS Teacher Evaluation Cycle System

(These are minimum requirements. Deadlines may be extended in extenuating circumstances w/ HR approval.)

Probationary Contract (first three years, temps, part-time)	Continuing Contract		
	Year 1	Year 2	"Summative"
<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li>• 2 Formal Observations w/ Post-conferences (Oct. 15<sup>th</sup> – Feb. 1<sup>st</sup>)</li> <li>• 2 Informal Observations (Sept. – Feb. 1<sup>st</sup>)</li> <li>• Mid-year review w/ PGP in progress (Dec. 1<sup>st</sup> – Jan. 15<sup>th</sup>)</li> <li>• End-year review w/ completed PGP, Summative Form and conference (Mar. 15<sup>th</sup> – Apr. 15<sup>th</sup>)</li> <li>• (Additional observations at Principal's discretion throughout school year)</li> </ul> <p style="font-size: small;">*PGP: Professional Growth Portfolio</p>	<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li style="background-color: #e6f2ff;">• 1 Informal Obs.</li> <li style="background-color: #e6f2ff;">• 1 Walk-through (at least 1 type by Feb. 1<sup>st</sup>)</li> <li>• Mid-year review w/ PGP in progress (Feb. 1<sup>st</sup> – Feb. 28<sup>th</sup>)</li> <li>• End-year review, Standard 7 rating, PGP in progress (May 1<sup>st</sup> - June 1<sup>st</sup>)</li> <li>• (Additional observations at Principal's discretion throughout school year)</li> </ul>	<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li style="background-color: #e6f2ff;">• 1 Informal Obs.</li> <li style="background-color: #e6f2ff;">• 1 Walk-through (at least 1 type by Feb. 1<sup>st</sup>)</li> <li>• Mid-year review w/ PGP in progress (Feb. 1<sup>st</sup> – Feb. 28<sup>th</sup>)</li> <li>• End-year review, Standard 7 rating, PGP in progress (May 1<sup>st</sup> - June 1<sup>st</sup>)</li> <li>• (Additional observations at Principal's discretion throughout school year)</li> </ul>	<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li>• 1 Formal Obs. w/ Post-Conference (Oct. 15<sup>th</sup> – Feb. 1<sup>st</sup>)</li> <li>• 1 Informal Obs. (Sept. – Feb. 1<sup>st</sup>)</li> <li>• Mid-year review w/ PGP in progress (Jan. 1<sup>st</sup> – Feb. 1<sup>st</sup>)</li> <li>• End-year review w/ completed PGP, Summative Form and conference (Apr. 15<sup>th</sup> – May 15<sup>th</sup>)</li> <li>• (Additional observations at Principal's discretion throughout school year)</li> </ul>
	<b>Principals have the right to move a teacher to Summative at any time.</b>		

*Amended: March 2001, November 6, 2001, December 15, 2003, June 12, 2012, June 11, 2013*

## REGULATION 5-4.7(B) EVALUATION OF PRINCIPALS AND OTHER LICENSED ADMINISTRATORS

### Introduction

The evaluation of principals and other licensed administrators, (hereinafter referred to as "administrator" or "administrators") has as its major objective the assurance that measurable student learning is taking place in the classroom, school or instructional areas. In order to evaluate the performance of an administrator, the evaluator and the evaluatee or administrator should be fully aware of his/her responsibilities. The responsibilities are set forth in criteria which are performance oriented. It is imperative that both the evaluatee or administrator and evaluator clearly understand the criteria.

This Regulation includes the criteria by which administrators are evaluated and the four forms to be used in the evaluation of administrators. These forms are designated as "Administrator Formal Observation Form", "Administrator Informal Observation Form", "Administrator Academic Goal Setting Form" and "Administrator Summative Performance Report". All forms require the signature of both the administrator and the primary evaluator or designee. The signatures indicate only that both parties have participated in this step of the evaluation.

### Performance Standards

1. Performance Standard: Instructional Leadership: The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school/department improvement.

Performance Indicators include, but are not limited to:

The administrator:

- 1.1. Leads the collaborative development and sustainment of a compelling, focused, and shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to uphold the division's mission, vision, and strategic plan.
- 1.2. Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and measurable student academic progress, and lead to school/department improvement.
- 1.3. Monitors and analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school/department effectiveness.
- 1.4. Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5. Works collaboratively with staff to identify student needs and to design, revise, and monitor instructional strategies to ensure effective delivery of the required curriculum.
- 1.6. Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7. Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students, staff, and parents, and to inform instructional practices.
- 1.8. Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9. Provides the focus for continued learning of all members of the school community/department.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased measurable student progress.

- 1.11 Participates in professional development alongside teachers, especially when new instructional strategies/content are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, professional learning communities, and project-based learning).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress in collaboration with central services specialists.
- 1.14 Leads and demonstrates understanding of life and career skills, learning and innovation skills, and information, media, and technology skills.
- 1.15 Promotes the importance of enrollment/certifications in specialty programs offered by the school division, such as Career and Technical Education, International Baccalaureate, Advanced Placement, National Board Certifications, etc.

2. Performance Standard: Organizational Climate: The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe climate for all stakeholders.

Performance Indicators include, but are not limited to:

The administrator:

- 2.1 Uses his/her knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
  - 2.2 Consistently models and promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
  - 2.3 Utilizes collaboration and shared decision-making to build relationships with all stakeholders and maintain positive school morale.
  - 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
  - 2.5 Maintains a collegial environment and supports the staff through any change process.
  - 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
  - 2.7 Develops and/or implements a safety and risk management plan to manage crisis situations in an effective and timely manner.
  - 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
  - 2.9 Develops and/or implements best practices in behavior management that are effective within the school community and communicates behavior management expectations to students, staff, and parents.
  - 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
  - 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student/staff member and values every student/staff member as an important member of the organization.
3. Performance Standard: Human Resources Management: The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Performance Indicators include, but are not limited to:

The administrator:

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school/division needs, assessment data, and local, state, and federal requirements.
  - 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
  - 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
  - 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
  - 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
  - 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
  - 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a major factor.
  - 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
  - 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow and gain self-confidence in their skills.
4. Performance Standard: Organizational Management: The administrator fosters the success of all students by supporting, managing, and overseeing the school's/department's organization, operation, and use of resources.

Performance Indicators include, but are not limited to:

The administrator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of the laws, regulations and policies that govern Virginia public education, and the school division's policies, regulations and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term performance goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows federal, state, and local laws, regulations and policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

5. Performance Standard: Communication and Community Relations: The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Performance Indicators include, but are not limited to:

The administrator:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Consistently speaks and writes in an explicit and professional manner using standard oral and written English.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts within the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence

6. Performance Standard: Professionalism: The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Indicators include, but are not limited to:

The administrator:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily ongoing basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a professional, collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

7. Performance Standard: Student Academic Progress: The administrator's leadership results in acceptable, measurable student academic progress based on established standards.

Performance Indicators include, but are not limited to:

The administrator:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school/organization improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers' student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

#### I. Licensed Administrator Evaluation Process

##### A. Objectives

1. The evaluation process shall be based upon the seven principal performance standards as adopted by the Virginia Department of Education. Data will be collected from multiple sources, including formal and informal observations, goal setting for student academic progress, professional growth portfolios, staff surveys and other sources.
2. Administrator growth goals shall be established in writing between teacher and evaluator.
3. All evaluations shall be objective and in writing.
4. The evaluation process shall insure that an administrator's strengths and weaknesses, as measured by student academic growth and other data, shall be identified, and that time and assistance will be provided to correct any deficiencies noted.

##### B. Identification of Participants

The following positions will be subject to this evaluation process:

- a. Instructional Directors and Assistant Directors
- b. Principals and Assistant Principals
- c. Other licensed instructional administrators, as applicable

C. Definition of Roles and Observation Terms

1. Role of Primary Evaluators, Reviewers, Contributors – Since there may be several administrative positions assigned as primary evaluators, reviewers, and contributors, please refer to HCPS' Primary Evaluator Guide for clarification in the LIPES Handbook.
2. Observation – the purpose of an observation is to assess the administrator based on the seven performance standards. Examples may include: \*
  - Supporting student academic process
  - Facilitating meetings (goal setting, faculty, data, parent, special education, etc.)
  - Managing school operation
  - Communicating with school community
  - Conducting professional development
3. Formal Observation – A structured 40-60 minute observation of the administrator for the purpose of assessing performance standards. The observation may be announced or unannounced. The HCPS Administrator Formal Observation Form is utilized to provide feedback to the administrator. A post-observation conference with the administrator should occur within 10 working days of the observation. The observer may utilize the HCPS Formal Observation Question Guide to facilitate the discussion in an optional pre-conference or required post-conference. An observer may be a primary evaluator or designated contributor.
4. Informal Observation – A thirty minute observation of the administrator for the purpose of assessing performance standards. The informal observation is typically unannounced ahead of time, and may take place during the work day, or after school hours, and is conducted by a primary evaluator or a designated contributor. No pre- or post- conference is necessary. The HCPS Formal Observation Question Form will be utilized to provide targeted feedback.
5. Goal Setting Conference - An annual meeting between the administrator and his/her primary evaluator to set targeted goals for student academic progress utilizing achievement data for the school year.
6. Mid-Year Review - An annual meeting between the administrator and his/her primary evaluator to engage both parties in collaborative reflection regarding mid-year student academic progress towards goal attainment, general or specific program development, as well as realignment of goals using evidence in the professional growth portfolio and other related data sources.
7. End-of-Year Review/Evaluation - An annual meeting between the administrator and his/her primary evaluator to engage both parties in

collaborative reflection regarding end-year results as related to goal attainment of student progress, program development growth over time as evidence in the professional growth portfolio and from other related data sources.

8. Summative Rating - An overall summative rating (exemplary, proficient, developing/needs improvement, unacceptable) will be assigned by the primary evaluator each year for probationary administrators and typically every three years for those administrators on continuing contract during the summative year of the cycle. Ratings will be weighted for each performance standard (10% for standards 1-6, and 40% for standard 7) and a scoring rubric will be utilized by the evaluator as a means of establishing an overall summative rating at the end of the summative period or cycle.
9. Professional Growth Portfolio - An organized collection of evidence that demonstrates effective implementation of the performance standards and the educator's impact on student growth over time, especially those activities and information likely not seen in an observation.

#### C. Administrator Evaluation Cycle Requirements

The number of required components for the evaluation period or cycle depends upon the number of years an administrator has served in Hanover County Public Schools. Because probationary administrators tend to have fewer years of recent administrative experience, their evaluation process should involve more frequent, on-going support from the evaluator than continuing contracted administrators.

##### 1. Evaluation Process for Probationary Contracted Administrators:

During each school year, the evaluator will conduct a minimum of two (2) formal observations followed by post-conferences and one (1) informal observation. Additional observations for any administrator will be at the primary evaluator's discretion. The "Administrator Formal Observation Form", "Administrator Informal Observation Form", "Administrator Academic Goal Setting Form", and the "Administrator Summative Performance Report" are required for each probationary administrator on an annual basis. Summative evaluations are completed by the primary evaluator.

##### 2. Evaluation Process for Continuing Contracted Administrators:

Continuing contract administrators will be evaluated on a three-year cycle system with the following requirements: during years one and two, each continuing contracted administrator must receive a minimum of one informal observation. Additional observations for any administrator will be at the primary evaluator's discretion. An initial goal setting, mid-year review, and end-of-year review conference will be held annually. Continuing contract status, as well as a step increase recommendation will continue as long as proficient or exemplary performance is evident. If performance is less than proficient, the need for additional observations and the development of a "Performance Improvement Plan" may be necessary to address area(s) of deficiencies.

During the summative year for administrators on continuing contract, one formal observation, typically unannounced and followed by a post conference, one informal observation, initial goal setting and mid-year goal progress review and a

summative evaluation rating are required. Completion of an Administrator Academic Goal Setting Form and the Administrator Summative Performance Report are required for each administrator. Summative evaluations are completed by the primary evaluator.

#### D. Documenting Performance

Primary Evaluators should document on three levels.

1. Observations are required for all administrators including written feedback, and post-conferences which follow all formal observations. The post-conference will focus on observation feedback and progress towards reaching yearly goal(s). Where there is need for improvement, specific suggestions should be given and specific timelines set. All observations should be documented using the Administrator Formal (or Informal) Observation Form. Formal post-conferences are required within ten working days of each formal observation.
2. Annual review and rubric rating with written feedback of measurable performance goals. Professional Growth Portfolio (PGP) documentation shall occur during the mid- and end-year review conferences (and Performance Improvement Plan, if needed).
3. A summative report is required for probationary or summative year administrators, rating his/hers performance during the evaluation period or cycle. (A rating is not provided during Year 1 and Year 2 of the continuing contract cycle.)

#### E. Summative Rating on Seven Performance Standards

1. On the summative evaluation, a four-level rating scale is applied to evaluate performance on each of the seven performance standards. The following levels will be used:
  - Exemplary (4)
  - Proficient (3)
  - Developing/Needs Improvement (2)
  - Unacceptable (1)
2. The first six performance standards have a value of 10% each, and the final standard, student academic progress, has a value of 40% for calculating the overall evaluation rating. At the conclusion of each summative cycle, a single summative rating will reflect an overall evaluation performance rating. Scoring rubrics will be used to mathematically calculate the final rating, except in situations in which the administrator is rated below proficient, as described below. The following ranges will be utilized to determine overall summative ratings:
  - Exemplary (4) – The administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exceptional and exemplifies the school division's mission and goals.
  - Proficient (3) – The administrator performing at this level maintains performance, accomplishments, and behaviors that meet the established standards in a manner that is consistent with the school division's mission and goals.

- Developing/Needs Improvement (2) – The administrator often performs below the established standards or in a manner that is inconsistent with the school division’s mission and goals.
- Unacceptable (1) – The administrator consistently performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.

### 3. Overall Summative Rating

a. In addition to receiving a rating for each of the seven performance standards, the administrator will receive an overall summative evaluation rating at the conclusion of the evaluation cycle. Scoring rubrics will be used to mathematically calculate the totals for the final rating, except in some situations in which the administrator is rated below proficient, then the following decision rules will be used to determine the overall summative rating:

- Exemplary (35 or greater) – The administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and exemplifies the school division’s mission and goals.
- Proficient (25-34) – The administrator performing at this level maintains performance, accomplishments, and behaviors that meet the established standards in a manner that is consistent with the school division’s mission and goals. This is the expected level of performance.
- Developing/Needs Improvement (15-24) – The administrator consistently performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.
- Unacceptable (14-10) – The administrator consistently performs below the established standard or in a manner that is inconsistent with the school division’s mission and goals.

#### b. Exceptions to Mathematical Totals

- Typically, if any administrator, regardless of contract type, has an “unacceptable” rating on one or more of the seven performance standards, the individual will receive an overall summative evaluation rating of “unacceptable.”
- If a administrator, regardless of contract type, receives a “developing/needs improvement” rating on one or more of the seven performance standards, the administrator may not receive a rating higher than “proficient” for the overall summative rating.
- If a continuing contracted administrator receives three or more “developing/needs improvement” ratings from among the seven performance standards, the individual will receive an overall rating of “unacceptable” and will be placed on a PIP.

- If a probationary contracted administrator receives three or more “developing/needs improvement” ratings from among the seven performance standards, the individual may receive an overall rating of “unacceptable” and may be placed on a PIP.
- c. This summative evaluation rating will reflect an overall evaluation rating for the administrator. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the teacher’s performance.
  - d. Primary Evaluators should alert the Assistant Superintendent of Human Resources as needed if an administrator’s performance is such that a recommendation for non-renewal or termination is anticipated.
  - e. Administrators who disagree with the evaluation have two options:
    1. The administrator may make a written statement to attach to the observation or summative evaluation form. This must be done within one week of receipt of the written feedback.
    2. The administrator may request in writing a meeting with the primary evaluator to discuss his/her concerns. This must be requested within one week of receipt of the written feedback.
- F. Performance Improvement Plan (PIP)

The primary evaluator must assist an administrator having difficulty attaining a proficient rating in one or more of the seven performance standards with a support dialogue conference and/or a plan for improvement. A PIP should be completed as soon as a deficiency is identified to allow time for improvement and administrators on continuing contract will be placed in the summative year of the evaluation cycle.

A PIP may be appropriate when the observations of an administrator, the administrator’s goal progress, or other data regarding the performance standards and HCPS policy do not reflect a proficient level of performance. Documentation of assistance and any progress made towards improvement of performance standard deficiencies should be noted on a PIP. A PIP may incorporate professional development opportunities, peer observations and periodic discussions between the administrator and primary evaluator as a means of providing additional professional and collegial supports. A PIP may be used by an evaluator at any point during the year for an administrator whose performance is in need of significant improvement.

1. Continuing Contracted Administrator: While placement on a PIP can occur at any point during the school year, a PIP will be required for continuing contracted administrators if either of the following ratings is given on an Administrator Summative Performance Evaluation Report:
  - a rating of “Developing/Needs Improvement” on three or more performance standards, or
  - a rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable.”

2. Probationary Administrators: While placement on a PIP can occur at any point during the school year, a PIP may be required for probationary administrators if either of the following ratings is given on an Administrator Summative Performance Evaluation Report:

- a rating of “Developing/Needs Improvement” on three or more performance standards MAY necessitate a Performance Improvement Plan,
- a rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable” necessitates a Performance Improvement Plan, or
- an overall rating of “Unacceptable.”

3. Outcomes Expected

When an administrator is placed on a PIP, the primary evaluator and the administrator on a PIP shall meet to review progress made on the PIP. The options for a final recommendation are:

- a. Sufficient improvement has been achieved; the administrator no longer remains on a PIP.
- b. Partial improvement has been achieved but more improvement is needed; the teacher remains on a PIP.
- c. Little or no improvement has been achieved; the teacher may be recommended for non-renewal/termination. If termination is not recommended, a new PIP will be implemented.

4. Review Procedures

Whenever an administrator receives an unsatisfactory summative evaluation rating, the following process shall be followed:

- a. The primary evaluator shall report the unsatisfactory summative evaluation to the Assistant Superintendent of Human Resources.
- b. Within five (5) working days of receipt of the final evaluation, the administrator may request in writing a meeting with the primary evaluator to discuss the administrator’s concerns. When it has been determined that action for termination is appropriate based on documented “Unacceptable” performance standards, the administrator will meet with Superintendent or a designee from the Office of Human Resources to discuss steps in the non-renewal or termination process.

This process does not abrogate any rights that the administrator has under the grievance procedure. Nothing in this Regulation shall be construed to limit the authority of the School Board to dismiss or place on probation an administrator or School Board employee pursuant to applicable law.

## Administrator Cycle System

These are minimum requirements. \* Deadlines may be extended in extenuating circumstances w/ HR approval.

Probationary (first 3 years as HCPS administrator)	Continuing Contract		
	Year 1	Year 2	"Summative"
<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li>• 2 Formal Observations w/ Post-conference ( by March 1<sup>st</sup>)</li> <li>• 1 Informal Observations (by March 1<sup>st</sup>)</li> <li>• Mid-year review w/ PGP in progress (Dec. 1<sup>st</sup> – Jan. 31<sup>st</sup>)</li> <li>• End-year review w/ completed PGP, Summative Form and conference (Mar. 15<sup>th</sup> – May 15<sup>th</sup>)</li> <li>• (Additional observations at Evaluator's discretion throughout school year)</li> </ul> <p style="font-size: small;">*PGP: Professional Growth Portfolio</p>	<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li>• 1 Informal Obs.</li> <li>• Mid-year review w/ PGP in progress (Dec 1<sup>st</sup>- March 1<sup>st</sup>)</li> <li>• End-year review, Standard 7 rating, PGP in progress (May 1<sup>st</sup> - June 15<sup>th</sup>)</li> <li>• (Additional observations at Evaluator's discretion throughout school year)</li> </ul>	<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li>• 1 Informal Obs.</li> <li>• Mid-year review w/ PGP in progress (Dec 1-March 1<sup>st</sup>)</li> <li>• End-year review , Standard 7 rating, PGP in progress (May 1<sup>st</sup> – June 15<sup>th</sup>)</li> <li>• (Additional observations at Evaluator's discretion throughout school year)</li> </ul>	<ul style="list-style-type: none"> <li>• Goal-setting Conference by Oct. 31<sup>st</sup></li> <li>• 1 Formal Obs. w/ Post-Conference (by March 1<sup>st</sup>)</li> <li>• 1 Informal Obs. (by March 1<sup>st</sup>)</li> <li>• Mid-year review w/ PGP in progress (Dec 1<sup>st</sup>- Jan 30<sup>th</sup>)</li> <li>• End-year review w/ completed PGP, Summative Form and conference (March 15<sup>th</sup> – May 15<sup>th</sup>)</li> <li>• (Additional observations at Evaluator's discretion throughout school year)</li> </ul>
<b>Evaluators have the right to move an administrator to Summative at any time.</b>			

*Adopted: June 11, 2013*

### **POLICY 5-4.8 PROFESSIONAL STAFF RESEARCH AND PUBLISHING**

#### **Ownership of Materials**

The Hanover County School Board adopts the "work for hire doctrine" and shall hold the copyright to all employees' work produced at the instance and expense of the School Board and/or any of its administrative staff. Work made for hire is defined as materials prepared by an employee in connection with his job duties, and it includes instructional texts, tests, answer sheets and materials specifically commissioned.

Copyright to works authored by employees on their own time, without expense to the School Board, and without instruction, direction, or control of the School Board or its employees are the sole property of that employee.

#### **Waiver and Assignment of Proprietary Rights**

Copyrights of the School Board may be waived in favor of or assigned to the author by the School Board upon application submitted to the School Board through the division superintendent. The School Board authorizes the division superintendent to review materials prepared by employees for which the School Board has no copyright, and to waive or assign all or part of any interest or proprietary rights therein which the School Board may have, in favor of the employees producing such works. Any materials copyrighted under this Policy shall be made available to Hanover County Public Schools at no charge to the School Board.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, § 22.1-78; Title 17, U.S.C. (P.L. 94-552, 10/19/76).

*Recodified: August 2000*

## ACCOMPANYING REGULATION

### REGULATION 5-4.8 REQUESTS FOR INVESTIGATIONS AND RESEARCH

Requests to conduct research in the school division including the distribution of surveys, must be processed through the Research Review Committee.

#### **Research Review Committee:**

The Superintendent or designee will appoint a committee to act as the school division's Research Review Committee. The committee will review and make a recommendation on all requests to conduct research and distribute surveys within the school division. The Superintendent or designee will make the final decision on all such requests based on the committee's recommendation.

#### **Application Review Process for Data:**

All requests to conduct research or distribute surveys must be submitted to the Director of Guidance, Testing and Research for review by the Research Review Committee. The research may be approved provided that it complies with Hanover County Public Schools Policies and Regulations, Federal Statutes and Regulations, Virginia Statutes and State Board of Education Regulations.

Each complete request will be reviewed by the Research Review Committee against the following criteria:

- The investigators are **professionally affiliated** with an educational, non-profit, institution or agency;
- **Institutional Human Research Review Board (IRB) approval** from the appropriate educational institution or agency has been obtained and a copy of the approval form is submitted;
- The **research plan** sets forth explicit objectives and a sound design for collecting and analyzing information designed to reach these objectives; this includes a detailed description of the protocol (i.e., how individuals will be contacted for participation and procedures used in the research or survey administration);
- Copies of all **data collection instruments** (i.e., surveys, questionnaires, or interview questions) and estimated administration time must be submitted;
- The research holds the **prospect of direct benefit** for the individual subjects and/or the division's educational program;
- There will be **no significant departure from normal school routine** on the part of students or staff, or **use of instructional or staff contract time**;
- **Request for participation and informed consent forms** to staff and/or for students, to parents or legal guardians and emancipated minors and students over age 18 shall state the purpose of the research, the procedures to be followed, the right to review research documents and surveys, and the right to withdrawal at any time;

- The research **does not investigate the personal lives** of students and/or employees;
- The research/survey distribution is proposed and conducted in such a way as to **preserve the anonymity of all participants**. The identity or identifiable characteristics of employees, students, schools, or the school division will not be revealed unless so authorized in writing when the research/survey is approved;
- The applicant states in the proposal the **timeline and expected date of completion** for the study and states that a **final copy of the study/results** will be forwarded to the Director of Guidance, Testing and Research.

Requests to review any research or survey material will be honored by the school division within 10 business days after receipt of a written request and all necessary documents. Each applicant will receive a written response from the Director of Guidance, Testing and Research. The response will convey the decision of the Research Review Committee, approving or disapproving the request.

**Consent for Surveys, Analyses or Evaluations Related to Student Information:**

Parents/legal guardians and emancipated minors and students over 18 years old must receive notification and provide active informed consent prior to the administration of any student survey, analysis, or evaluation that concerns one of the following eight areas of protected information:

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognizable privileged relationship, such as with lawyers, doctors or ministers
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes or for selling or otherwise distributing/providing the information to others. Active informed consent may be required as determined by the Research Review Committee for surveys, analysis or evaluation of students not included above.

**POLICY 5-4.9 LICENSED PERSONNEL: RESIGNATION**

**Licensed Personnel**

A licensed employee desiring a release from a valid contract with the Hanover County School Board must submit to the division superintendent a written request for release at least two (2) weeks before the intended date of resignation and must state the reason for the request.

The division superintendent is authorized to accept resignations. A teacher may resign after April 15 of any school year consistent with the provisions of Policy 5-4.3 and only with the approval of the division superintendent. The employee may withdraw the resignation, provided the withdrawal is in writing and is received by the division superintendent within one week of the submission of the resignation. After the expiration of the one

week period, the division superintendent shall notify the School Board of his decision to accept or reject the resignation. The School Board may, within two weeks thereafter, reverse the division superintendent's decision. If the resignation is not accepted by the division superintendent or the School Board, the contract remains binding and, if the employee breaches the contract, action may be taken against the employee, including, but not limited to, petitioning the Virginia Board of Education to revoke the employee's license.

Employees who terminate their employment without the approval of the School Board shall be paid only for the days of actual employment.

**LEGAL REFERENCE:** (1996) Code of Virginia, 1950, as amended, § 22.1-304.

*Recodified: August 2000*

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