

Douglas County School District

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DCFT Licensed Employee Evaluation Guidelines

Effective July 1, 2009
Office of Human Resources
Douglas County School District Re.1

Table of Contents

Table of Contents	1
Disclaimer	2
DCSD Goals and Vision for the Future	3
Overview of Evaluation	4
Professional Indicators for Satisfactory Performance.....	4
Probationary Teacher Summative Evaluation Model (SEM)	5
Probationary Teacher Summative Evaluation Model (SEM)	6
Probationary Status Teachers.....	7
Regular Status Teacher Summative Evaluation Model (SEM)	8
Regular Status Teacher Summative Evaluation Model (SEM)	9
Regular Status Teacher Summative Evaluation Model (SEM)	10
Regular Status Teacher Professional Improvement Plan (PIP).....	11
Regular Status Teacher Remediation Plan.....	12
Evaluation Review Board	13
Remediation Assistance Team.....	14
Remediation Plan Process.....	15
Douglas County School District Remediation Plan & Evaluation	17
Douglas County School District Re. 1 Evaluation Review Board Recommendation for Teachers	18
Douglas County School District Re. 1 Remediation Plan	19
Douglas County School District Re. 1 Teacher Summative Remediation Professional Indicator Report	21
Douglas County School District Re. 1 Evaluation Review Board Recommendation for Teacher.....	22
Remediation Plan Flow Chart.....	23
DCSD Behavior Expectations.....	24
DCSD Core Values	25
Last Change Agreement.....	26
Last Change Agreement Letter	29
Child Abuse and Neglect Report Form.....	30

Disclaimer

Although the evaluation process is designed to encourage and assist licensed employees to perform at a level within the Douglas County School District's standards of satisfactory performance, recommendations may be made by the evaluator that changes in contract status be considered. The evaluation process does not create any property right or expectancy of continued employment different from or in addition to that set forth in the employee's contract. The evaluation process shall not establish any guarantee relative to renewal or non-renewal of a probationary teacher's contract, transfer, assignment, dismissal (except on grounds of unsatisfactory performance), or other employment decision relating to school personnel. Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with this evaluation process, a misapplication of a procedure, or a failure to apply a procedure, or a failure to apply a procedure or adhere to a prescribed time line shall not be any impediment to or prevent an administrator from recommending and the Board of Education from modifying an employee's contract status under the terms of the employment contracts and state law.

The evaluation will be conducted in a manner so as to observe the legal and constitutional rights of the licensed employee. No information will be gathered by electronic means without the permission of the licensed employee.

All Evaluation Forms and Professional Indicators for the following licensed staff are located in the Human Resources section of the DCSD website under Licensed Staff Information/Evaluation Forms.

- *General Teacher*
- *Building Resource Teacher*
- *ESL Teacher*
- *Gifted/Talented Facilitator*
- *Counselor*
- *Special Education (moderate needs, SSN, SIED, etc.)*
- *Speech Language Pathologist*
- *Mental Health Professional*
- *Library Media Specialist*
- *Dean/Administrative Intern*
- *Audiologist*
- *Occupational Therapist*
- *Nurse*
- *Non-Classroom-Teacher on Special Assignment (TOSA)*
- *Douglas County Federation of Teachers-Teacher on Special Assignment (DCFT TOSA)*

DCSD Goals and Vision for the Future

The expressed goals of the Licensed Personnel Performance Evaluation System are to improve instruction, enhance the implementation of curricular programs, and serve as measurement and evaluation of professional performance, growth and development.

A Vision for the Future: Board of Education Key End Statements

- 1.0 Douglas County School District students acquire the knowledge and abilities to be responsible citizens who contribute to our society.
 - 1.1 Students are able to think critically, using reason and logic when facing decision about what to believe or do.
 - 1.2 Students embrace universal ethical principles such as honesty, integrity and justice.
 - 1.3 Students demonstrate the self-motivation and resourcefulness to continue their learning.
 - 1.4 Students apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively.
 - 1.5 Students develop and demonstrate Leadership skills. They are influential in creating a vision of what the future can be.
 - 1.6 Students take ownership and accept responsibility for their wellbeing. Students have the knowledge, skills, and ability to make educated choices concerning their social, emotional, and physical health.
 - 1.7 Students demonstrate essential skills of reading, writing, listening, speaking, numeracy and reasoning.
 - 1.8 Students have an understanding of a core body of knowledge in Science, Application of Technology, Social Studies, World Languages, Literature and “Great Works”, Physical Education and Health, Personal Business and Finance, Ethics and Philosophy.
 - 1.9 Students are exposed to the fine arts
 - 1.10 Students explore chosen areas beyond the liberal arts foundation that may expand future opportunities.

To assist in achieving the Vision of DCSD, the following provide the basis for an effective evaluation plan:

- Focus on instructional improvement and professional growth
- Respect the dignity of the individual through mutual trust
- Establish a clearly defined set of research-based professional indicators
- Assure both substantive and procedural due process
- Include formative and summative components
- Provide clear, personalized, and constructive feedback regarding staff members’ strengths and weaknesses
- Require individualized goals for instructional improvement as mutually agreed upon or as prescribed by the evaluator
- Mandate implementation of District curricula and programs
- Provide for professional improvement and remediation procedures
- Provide for administrative and staff training in the supervision and evaluation process
- Recognize teacher performance
- Measure the performance of individuals as related to the professional indicators
- Evaluation of a teacher’s performance shall be conducted in accordance with procedures approved by the Board. By October 1 of each school year, the principal of each school or other administrative evaluator will advise all teachers to be evaluated as to the evaluation procedures to be used, the number of evaluations to be made during the school year, the timing of those evaluations, and the specific persons who will or might act as evaluators.

Overview of Evaluation

This plan for the performance evaluation of non-administrative, licensed staff complies with state law, the Executive Goals and Limitations of the Board of Education, and the DCFT Contract. The plan is built around three major concepts:

- 1) Responsibilities and standards for satisfactory performance set forth in the *professional indicators* for each licensed position;
- 2) Instructional improvement based on data collected through systematic observation of instruction;
- 3) District support for the continuous improvement of teachers' professional knowledge and skills.

Professional Indicators for Satisfactory Performance

The *professional indicators* serve as the primary basis for assessing a staff member's demonstrated professional competency. The *professional indicators* allow all staff members serving in the same position to be evaluated on the basis of a common set of expectations while allowing for the individual styles of staff members and evaluators to be considered.

Professional indicators are organized around the categories of the DCSD Balanced Score Card. The responsibilities outline the expectations and duties for individuals holding the position. *Professional indicators* describe observable behaviors which, when performed, provide some indication of fulfillment.

Professional indicators are written in such a way as to generally describe what performance is expected of staff members without being overly specific regarding how a staff member fulfills his/her responsibilities. This intentional flexibility is designed to accommodate varied effective approaches for meeting students' needs and carrying out responsibilities within the structure of the evaluation system.

Specificity and individualization are introduced into the system through the development of personal goals by the individual staff member and his/her evaluator. Specific indicators describe how the staff member intends to fulfill each responsibility. These are cited during the conference between individual staff member and evaluator as related to observations and plans for professional growth and improvement.

Probationary Teacher Summative Evaluation Model (SEM)

In accordance with State Statute, all teachers in their first three years in the District are defined as probationary. These teachers will be designated probationary teachers for the purpose of the evaluation process.

This process is designed to involve probationary teachers in a meaningful evaluation program. The process permits the establishment of performance goals, provides a means of improving performance, and serves as a basis for future planning.

The *Summative Evaluation Model* for probationary teachers is designed to offer teachers new to the District support, advice and guidance in order to make their first three years' experience as successful as possible. It recognizes that probationary teachers bring varying degrees of expertise to the position and develop their expertise at varying rates. Procedures and guidelines are formalized to ensure a probationary teacher's future status is being evaluated consistently and objectively.

Listed on the following page is a required step-by-step process for the evaluation of probationary teachers. It serves as the basis for the supervision and evaluation program aimed at the improvement of instruction. All parties involved in evaluation should become thoroughly familiar with the required process.

Observations and conferences listed are minimums. Additional observations and conferences are encouraged to help teachers grow professionally. During the probationary process, the *professional indicators* will serve as the basis upon which the year-end *Summative Evaluation* will be completed. The evaluator will make frequent use of individual feedback sessions as a means of informing the teacher about his/her progress toward mastery of the *professional indicators*. Whenever an evaluator determines that a practice, an event, or pattern of behavior is inconsistent with the *professional indicators* for teachers in Douglas County Schools, the evaluator will document and discuss the significant area(s) of concern with the teacher. If concerns are significant and/or persistent, a formal *Letter of Concern* will inform the teacher of the concerns. The *Letter of Concern* will be copied to the DCF President, the Director of Schools, and the Director of Human Resources. The probationary teacher has the right to respond in writing to any portion of the evaluation and/or *Letter of Concern* and such response will be attached. Copies of all supporting documents will be maintained in the building file.

During the probationary period, it is the administrator's responsibility to communicate any performance concerns early and often, and make a good faith effort to provide adequate resources and support for a teacher's improvement. It is the teacher's responsibility to seek resources and support and make improvements if required by the administrator. Prior to the last evaluation date, April 15th, the administrator will formulate a recommendation concerning the future employment status of the probationary teacher to be submitted to the Superintendent. If concerns occur and are documented after the April 15th recommendation has been submitted, the evaluator may still choose to non-renew the contract of the teacher before June 1, but only in cooperation with the office of Human Resources and the Douglas County Federation. When performance concerns are noted after April 15 and the teacher is renewed, the teacher's salary will not be impacted and evaluation rating will remain the same.

Note: The evaluator may choose to resubmit a recommendation to the Superintendent not to issue a contract prior to the date the Board of Education takes final action on contracts (before June 1). By State Statute, these recommendations are not binding upon the Superintendent.

Probationary Teacher Summative Evaluation Model (SEM)

(In accordance with State Statute, all teachers who are in their 1st, 2nd, or 3rd year in Douglas County Schools)

Minimum Requirements:

1st Semester

One Pre-Observation Conference (Documented)

One Formal Observation (30 minutes minimum, documented)

One Post-Observation Conference (Documented)

One Informal Observation (15 minutes minimum)

2nd Semester

One Pre-Observation Conference (Documented)

One Formal Observation (30 minutes minimum, documented)

One Post-Observation Conference (Documented)

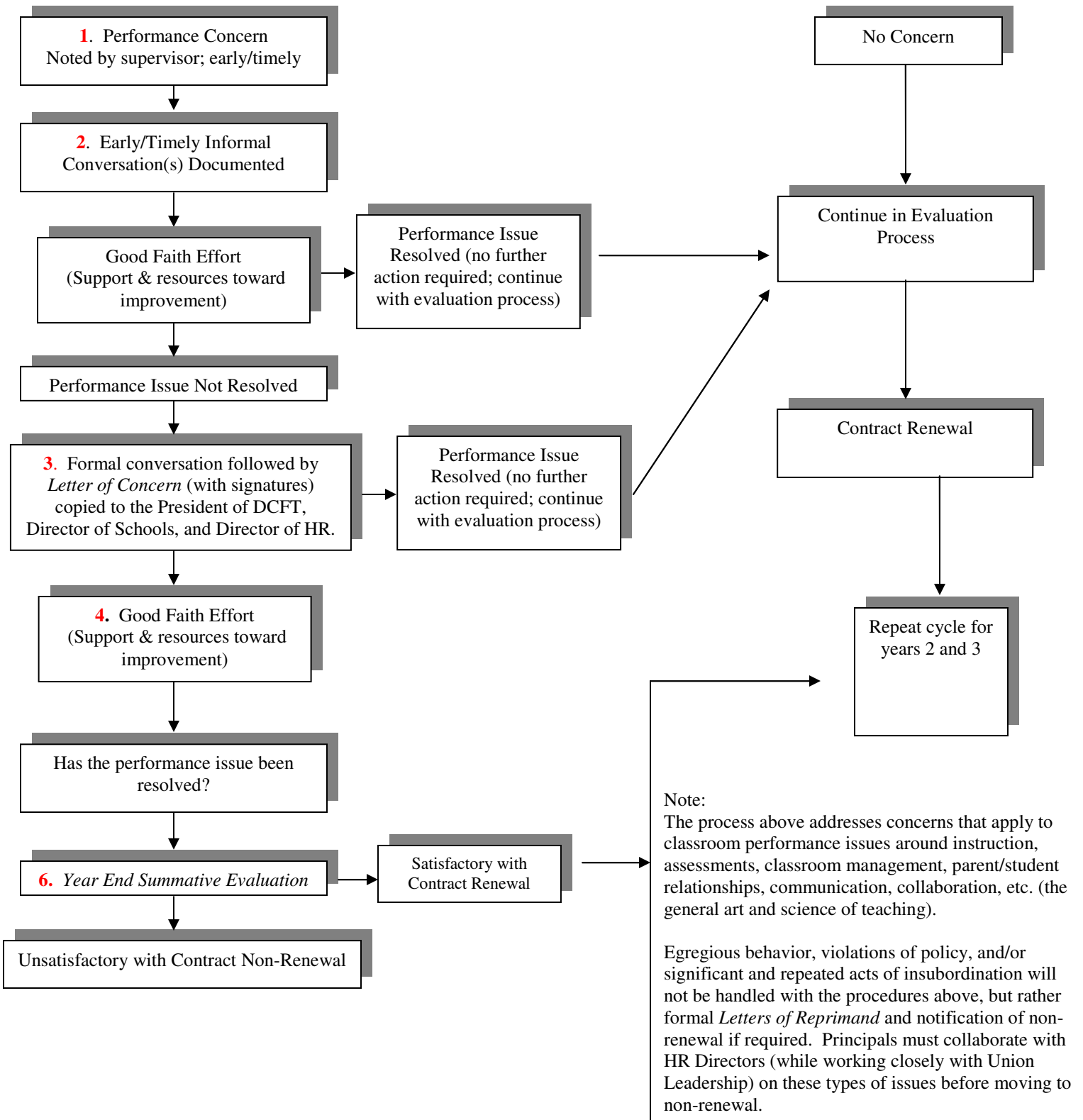
One Informal Observation (15 minutes minimum)

Summative Conference & Summative Evaluation

(based on ALL data and documentation – to be sent to Human Resources no later than April 15th)

(Observations and conferences listed should be considered the minimum for each semester)

Probationary Status Teachers



Regular Status Teacher Summative Evaluation Model (SEM)

(After successful probationary period in DCSD: years 6, 9, 12, 15, 18, etc.)

The three year Summative Evaluation Model for regular status teachers is the evaluation process designed to assist in improving teacher performance through collaboration and reflection. One formal annual observation is required and must be scheduled with the administrator in accordance with State Statute. No later than May 15th, in years divisible by three, the teacher and evaluator will have a final summative conference to review the Summative Evaluation. After the *Summative Evaluation* process is complete, the final forms signed by teacher and evaluator are sent to Human Resources. All other documentation is maintained in the Principal's working file and a copy is given to the teacher. The teacher will continue on the *Summative Evaluation Model* unless performance issues arise and are documented by the evaluator. In this case, the teacher is moved to the *Professional Improvement Plan* evaluation process immediately.

If the *Summative Evaluation* is not deemed by the evaluator to have been satisfactory the teacher will be marked unsatisfactory, receive no salary adjustment, and be placed on a *Professional Improvement Plan* the following year. The teacher will receive a copy of the applicable form and copies will be placed in the building file, and sent to the Director of Schools, Director of Human Resources, and DCF President.

If, during any period of the *Summative Evaluation Model* the evaluator identifies a performance concern, the teacher will receive a *Letter of Concern* identifying specific performance concerns. If concerns persist, a *Professional Improvement Plan*, as outlined in this document, will be developed collaboratively between the teacher and evaluator, specifically addressing the area(s) of concern related to the teacher *professional indicators*.

If the performance concern occurs and is documented with a *Letter of Concern* prior to March 1st, the teacher will be moved immediately to the *Professional Improvement Plan* process and will be required to satisfactorily complete the *Professional Improvement Plan*. If the *Professional Improvement Plan* is satisfactorily completed, the teacher will move back to the *Summative Evaluation Model*. The teacher must maintain his/her performance in that specific area(s) identified and documented previously as a concern(s), or he/she will immediately be moved to *Remediation*. If the teacher fails to satisfactorily complete the *Professional Improvement Plan*, one of the following will occur: (1) the plan may be modified and continued into the next school year, or (2) the teacher will be marked unsatisfactory and moved to *Remediation* with no adjustment in salary.

If the concern occurs and is documented after March 1st, "unsatisfactory" will be marked. A *Professional Improvement Plan* will be developed for implementation during the remainder of the school year or if necessary, the following school year. The teacher will receive the evaluation credit for that year. The teacher will continue on the *Professional Improvement Plan* until concerns are addressed. After successful completion of the *Professional Improvement Plan*, the teacher will return to the *Summative Evaluation Model*. If the teacher fails to satisfactorily complete the *Professional Improvement Plan*, one of the following will occur: (1) the plan may be modified and continued into the next school year, or (2) the teacher will be marked unsatisfactory and moved to *Remediation* with no adjustment in salary.

Regular Status Teacher Summative Evaluation Model (SEM)

(After successful probationary period in DCSD: years 6, 9, 12, 15, 18, etc.)

Minimum Requirements:

One Pre-Observation Conference per year (Documented)

One Formal Observation per year (30 minutes minimum, documented)

One Post-Observation Conference per year (Documented)

One Informal Observation per year (15 minutes minimum)

Summative Evaluation Form in years 6, 9, 12, 15, 18, etc.

Summative Conference in years 6, 9, 12, 15, 18, etc.

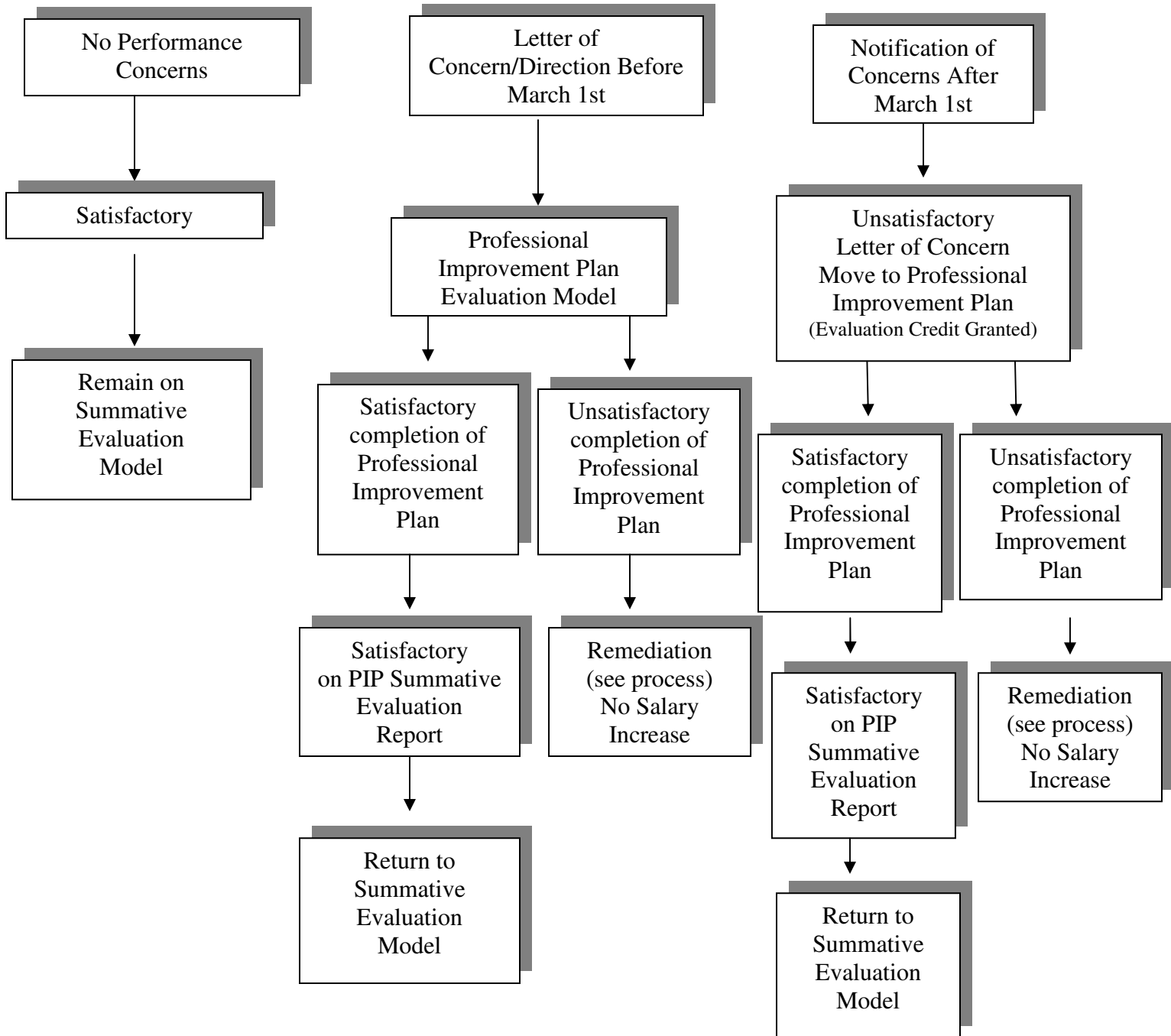
Summative Evaluation Forms

(based on ALL data and documentation – to be sent to Human Resources no later than May 15th)

(Observations and conferences listed should be considered the minimum for each semester)

Regular Status Teacher Summative Evaluation Model (SEM)

(After successful probationary period in DCSD: years 6, 9, 12, 15, 18, etc.)



Regular Status Teacher Professional Improvement Plan (PIP)

Note: There is no *Professional Improvement Plan* for probationary teachers. See probationary flowchart. This section applies to regular status teachers.

Notice of the need for a *Professional Improvement Plan* is immediately required when an administrator determines and documents a concern(s) about a teacher's performance. A concern(s) identified under State Statute as reasons for dismissal or activities of an egregious nature shall not require the development of a *Professional Improvement Plan*. The teacher will remain on the *PIP* (using the *PIP* tools) for the remainder of the school year. *The teacher may participate in the district's internal transfer process only upon the successful completion of the tenets of the Professional Improvement Plan. The teacher may not participate in the district's internal transfer process if they have not successfully completed the tenets of the PIP.*

The administrator will document the concern(s) using a progressive model beginning with a Letter of Concern if less formal methods of communications about performance issues have been ineffective. If concerns are not addressed or improvement is not sustained, the evaluator will complete a *Professional Improvement Plan Notification Form*. In collaboration with the teacher, a *Professional Improvement Plan* will then be developed, implemented, and monitored. While the concern(s) documented on the *Professional Improvement Plan* shall be the focus of evaluation, meeting all *professional indicators* is an expectation. The *Professional Improvement Plan* shall address a reasonable number of concerns in order to allow the teacher the ability to focus his/her attention and efforts and to provide the teacher with an optimal opportunity for success. The *PIP* will include: goals, strategies, timelines, resources and observable outcomes. If agreement concerning the above cannot be reached, the administrator will document attempts to collaborate and will have the prerogative to establish the various components of the *PIP*. Documented concerns not addressed in the first *PIP* will be addressed in subsequent *PIPs*.

The administrator will review the observable outcomes at the conclusion of the *PIP* and will make a recommendation of satisfactory or unsatisfactory. The administrator will share those recommendations with the teacher verbally and in writing.

If the concern(s) occurs and is documented prior to March 1st of the school year, the administrator shall notify the teacher using the *Professional Improvement Plan Notification Form*. If the teacher fails to satisfactorily complete the *Professional Improvement Plan*, one of the following will occur: (1) the plan may be modified and will be continued into the next school year or (2) the teacher will be marked "unsatisfactory" on the proper evaluation form and will receive no salary increase. A regular status teacher will be moved to a *Remediation Plan* and will not receive a salary increase.

If the concern occurs and is documented between March 1st and the evaluation deadline, the administrator shall note the concern(s) on the final evaluation. If the concern occurs and is documented following the evaluation deadline, but before the end of the school year, the administrator shall notify the appropriate Director of Human Resources of the concern. The Director and DCF President shall then determine the proper course of action.

Regular Status Teacher Remediation Plan

The *Remediation Plan* is an assistance program for a teacher whose performance on key *professional indicators* has been documented to be unsatisfactory by the building administrator. The recommendation for a teacher's placement on a *Remediation Plan* will be made by the Evaluation Review Board following the unsatisfactory completion of a *Professional Improvement Plan*. The *Remediation Plan* provides assistance from an expert team with knowledge in the areas designated for improvement; they also evaluate the teacher's progress on the goals of the *Remediation Plan*. Remediation can begin at any time of the year. When dismissal of a teacher is contemplated based upon grounds provided by State Statute, or for egregious behavior, a *Remediation Plan* shall not be required.

The teacher placed on a *Remediation Plan* works with a Remediation Assistance Team. The team is composed of a four administrators (three in addition to the teacher's current evaluator), and five peers from among the District's BRT's and specialists in the area(s) of need. The team members will be assigned by the Evaluation Review Board. The team, together with the teacher, formulates a *Remediation Plan*. The *Remediation Plan*, as outlined in this document, details specific performance expectations, resources and assistance to be provided, and timelines for its completion. The *Remediation Plan* shall be limited to the *professional indicators* documented as unsatisfactory through the formal evaluation process and addressed as part of the initial *Professional Improvement Plan*. *Remediation Plans* must be reasonably sufficient in time and duration, as determined by the Assistance Team, to allow the teacher to improve performance to a satisfactory level.

No later than April 30th of the school year, a *Teacher Summative Remediation Performance Criteria Report* will be completed by the two administrative members of the Remediation Assistance Team who will be the evaluators of record (one of whom shall be the building administrator) assessing the teacher's progress. This information will be gathered through a total of four formal and six informal observations conducted between the two evaluators, and described in the narrative of the *Teacher Summative Evaluation Performance Criteria Report*.

If the final report indicates the teacher meets the criteria for the *professional indicators* for satisfactory performance as outlined in the *Remediation Plan*, the two evaluating administrators of record will recommend to the Evaluation Review Board the teacher be returned to the *Summative Evaluation Model*. If the teacher's performance is documented as unsatisfactory, the Evaluation Review Board, after reviewing the *Remediation Plan*, process, and *Teacher Summative Evaluation Professional Indicators Report* for assurance of due process, will forward a recommendation for dismissal proceedings to the Superintendent of Schools. No second *Remediation Plan* need be provided by the District prior to the initiation of dismissal proceedings in the event a teacher previously placed on a *Remediation Plan* is determined to have unsatisfactory performance at a later date on the same *professional indicators*.

Evaluation Review Board

The Review Board is a nine-member advisory committee appointed for a two year term. It is composed of five teachers and four administrators, one of whom is the president of the teachers' bargaining group or designee and one of whom is the Director of Human Resources. The teachers are selected by the president of the teachers' bargaining group and will attempt to be reflective of the quota of teachers in the various teacher professional organizations and unions within the District. The administrators are selected by the Director of Human Resources. The chairmanship of the Board of Review is rotated annually between the president of the bargaining group and the Director of Human Resources or designee.

The functions of the Review Board are the following:

- To assure applicable processes were followed during the evaluation period which the teacher was placed on a *Professional Improvement Plan*.
- To review and recommend the placement of an employee on a *Remediation Plan* when a *Professional Improvement Plan* has not been successful.
- The Review Board may, at the request of the staff member, review the process and procedures followed during the evaluation period. The administrator and/or teacher may be asked to appear before the Review Board to discuss the evaluations, recommendations and procedures with respect to due process.
- Upon a two-thirds majority vote, the Review Board may recommend to the Superintendent that applicable procedures were followed. The Review Board will forward its advisory findings and recommendations concerning the due process procedures to the Superintendent for consideration. The Superintendent is responsible for recommending non-renewal or termination of the teacher to the Board of Education for any reasons he/she deems sufficient.

Decision-Making

- To approve the members of the assistance team.
- To determine if applicable procedures have been followed in the course of the implementation of a *Professional Improvement Plan* and *Remediation Plan*.
- To inform the Superintendent of Schools of their findings and recommendations.

Remediation Assistance Team

The Remediation Assistance Team is a nine-member team appointed ad hoc by the Director of Human Resources and the president of the DCFT. It is composed of four administrators, one of whom is the Director of Human Resources, and two of whom will serve as the evaluators of record, and five teachers, one of whom is the president of the teachers' bargaining group. The teachers are selected by the President of the Union and will attempt to be reflective of the quota of teachers in the various teacher professional organizations within the District. The chairmanship of the Remediation Team will be shared jointly between the President of the Union and the Director of Human Resources or designee.

The functions of the Remediation Assistance Team are the following:

- To participate in the development and implementation of a remediation plan based on the professional indicators identified in the unsuccessfully completed professional improvement plan.
- Members of the Remediation Assistance Team will assist the teacher in meeting the professional indicators detailed in the remediation plan and document the teacher's efforts toward improvement. Teacher members will have a non-evaluative role.
- The members of the Remediation Assistance Team will compile documentation relevant to the implementation of the remediation plan using the appropriate district provided documents including the Douglas County School District Remediation Plan form, Assistance Team Log, Teacher Summative Evaluation Reports and the Teacher Remediation Plan Summary Report.
- The evaluators of record will complete individual Teacher Summative Evaluation Reports detailing their formal and informal observations of the teacher. These reports will form the primary basis of the Teacher Remediation Plan Summary Report submitted to the Evaluation Review Board.

Decision-Making

- To submit a Teacher Remediation Plan Summary Report to the members of the Evaluation Review Board indicating whether or not the teacher has successfully completed the Remediation Plan.

Remediation Plan Process

Step 1: Regular status teacher is placed on a Professional Improvement Plan. If performance remains unsatisfactory, the teacher is recommended for placement on a Remediation Plan. This may be initiated within the same school year or in a succeeding school year. A Remediation Plan may be implemented at any time if a teacher has previously been placed on a Professional Improvement Plan as a result of unsatisfactory performance on the same professional indicators.

Step 2: The Evaluation Review Board is convened and reviews the documentation from the Professional Improvement Plan. If the Evaluation Review Board determines the Professional Improvement Plan was implemented in good faith, met procedural guidelines as outlined in the Douglas County Schools Teacher Evaluation Handbook, and was not successfully completed, the teacher will be placed on a Remediation Plan. The Evaluation Review Board will then appoint members to a Remediation Assistance Team.

Step 3: The Remediation Assistance Team will consist of nine members: four district administrators, two of whom will be the evaluators of record and two of whom will be the Director of Schools and Director of Human Resources, and five teachers selected by the DCFT. In selecting the teacher members of the team, an attempt will be made to be reflective of the quota of teachers in the bargaining unit. One of the evaluators will be the teacher's regular evaluator, and the other will be a principal from another school at the same level. Teacher members of the Remediation Assistance Team will provide assistance to the teacher and informal feedback to the other members of the team regarding the teacher's progress.

Step 4: A Remediation Plan (hereafter referred to as "the Plan") is developed focusing on the performance areas identified as part of the Professional Improvement Plan. The Plan will be developed by members of the Remediation Assistance Team in cooperation with the teacher. If the teacher chooses not to participate in the development of the Plan, the members of the Remediation Assistance Team will write the Plan. The evaluators of record will be responsible for final approval of the Plan in all such cases. The Plan will include the specific professional indicators evaluated; resources that will be made available to assist the teacher, and a completion date. The Plan then becomes the basis for the teacher's Summative Evaluation.

Step 5: Non-evaluating Remediation Assistance Team members will schedule staggered coaching sessions with the teacher. Each evaluator of record will do a minimum of two formal (pre and post observation conferences) and three informal observations (done without prior notice).

Step 6: Remediation Assistance Team members will meet periodically to discuss their observations and progress in addressing the performance concerns. At the conclusion of the Remediation Plan, the Remediation Assistance Team will gather and have a final conference regarding what had been observed and what progress had been made. The two evaluators of record, in consultation with the Director of Schools and Director of Human Resources will complete a Teacher Summative Remediation Professional Indicators Report, meet with and provide a copy of it to the teacher, and submit the report to the Evaluation Review Board. The teacher members of the team will not be involved in completing this report.

Step 7: The Evaluation Review Board will review the Teacher Summative Remediation Professional Indicators Report and any other relevant documents related to the Plan. The Evaluation Review Board may, at the request of the teacher, review the due process procedures followed during the evaluation period. The administrator and/or teacher may be asked to appear before the Evaluation Review Board to whether procedures were properly followed.

Step 8: Upon a two-thirds majority vote, the Evaluation Review Board will recommend to the Superintendent of Schools that applicable procedures were properly followed. The Review Board will

forward its advisory findings and recommendations concerning the due process procedures to the Superintendent of Schools for consideration.

Step 9: The Superintendent of Schools may make a recommendation to the Board of Education to dismiss the teacher. In the event a decision to dismiss the teacher from his/her assignment is made, the Superintendent of Schools will present his recommendation to the Board of Education and the procedures established by CRS 22-63-302 will be initiated.*

**In implementing such evaluation system and procedures, the District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel, and no evaluation information shall be collected by electronic devices without the consent of the licensed personnel. No informality in any evaluation or in the manner of making or recording the evaluation shall invalidate such evaluation.*

Douglas County School District Remediation Plan & Evaluation

Regular Status Licensed Professional

(This form is available electronically.)

Employee Name: _____ Employee ID Number: _____

Department/Site: _____ Position: _____

School Year: _____ to _____ Date: _____

A Vision for the Future: Board of Education Key End Statements

1.0 Douglas County School District students acquire the knowledge and abilities to be responsible citizens who contribute to our society.

- 1.1 Students are able to think critically, using reason and logic when facing decision about what to believe or do.
- 1.2 Students embrace universal ethical principles such as honesty, integrity and justice.
- 1.3 Students demonstrate the self-motivation and resourcefulness to continue their learning.
- 1.4 Students apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively.
- 1.5 Students develop and demonstrate Leadership skills. They are influential in creating a vision of what the future can be.
- 1.6 Students take ownership and accept responsibility for their wellbeing. Students have the knowledge, skills, and ability to make educated choices concerning their social, emotional, and physical health.
- 1.7 Students demonstrate essential skills of reading, writing, listening, speaking, numeracy and reasoning.
- 1.8 Students have an understanding of a core body of knowledge in Science, Application of Technology, Social Studies, World Languages, Literature and "Great Works", Physical Education and Health, Personal Business and Finance, Ethics and Philosophy.
- 1.9 Students are exposed to the fine arts
- 1.10 Students explore chosen areas beyond the liberal arts foundation that may expand future opportunities.

The following components must be completed during the Remediation Process:

- Employee Name/ID Number
- Site/Position
- Remediation School Year
- Date

- **Evaluation Review Board Recommendations for Teachers** form with appropriate signatures and dates
- **Remediation Plan** form with appropriate signatures and dates
- **Teacher Summative Remediation Professional Indicator Report** form with appropriate signatures and dates
- **Evaluation Review Board Recommendation for Teacher** form with appropriate signatures and dates

Douglas County School District Re. 1 Evaluation Review Board Recommendation for Teachers

Employee Name:
Employee ID:
Position:
Department/School:
School Year:
Years in DCSD:
Evaluator:
Today's Date:

The evaluation and implementation of the Professional Improvement Plan for this licensed professional has been reviewed by the Evaluation Review Board and determined:

_____ The Evaluation Review Board agrees that applicable evaluation procedures and processes have been followed. The licensed professional should be placed on a Remediation Plan as recommended by the employee's evaluator.

_____ The Evaluation Review Board disagrees that applicable evaluation procedures and processes have been followed. The licensed professional should not be placed on a Remediation Plan as recommended by the employee's evaluator.

Rationale:

Review Board Signatures/Date:

_____ Chairperson	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date

Douglas County School District Re. 1 Remediation Plan

Employee Name:
Employee ID:
Position:
Department/School:
School Year:
Years in DCSD:
Evaluator 1:
Evaluator 2:
Remediation Assistance Team Members:
Dates of Planning Conferences:
Date of Initiation:
Intended Date of Completion:

A. PROFESSIONAL INDICATOR(S): (copy and paste from summative evaluation tool)

B. IMPROVEMENT GOAL 1 OF PLAN:

C. STRATEGIES:

D. TIMELINE: (including target dates and dates of review)

E. SCHOOL AND DISTRICT RESOURCES AVAILABLE:

F. COACHING AND MODELING PROVIDED BY: (BRT, DCFT, TOSA, Content Expert, etc.)

G. OBSERVABLE OUTCOMES: (data source/indicators of accomplishment: observations; artifacts, conversations)

A. PROFESSIONAL INDICATOR(S): (copy and paste from summative evaluation tool)

B. IMPROVEMENT GOAL 2 OF PLAN:

C. STRATEGIES:

D. TIMELINE: (including target dates and dates of review)

E. SCHOOL AND DISTRICT RESOURCES AVAILABLE:

F. COACHING AND MODELING PROVIDED BY: (BRT, DCFT, TOSA, Content Expert, etc.)

G. OBSERVABLE OUTCOMES: (data source/indicators of accomplishment: observations; artifacts, conversations)

Remediation Team Signatures/Date:

Building Evaluator Date

Director of HR Date

DCFT President Date

Teacher Date

Teacher Date

Name of Employee

Outside Evaluator Date

Director of Schools Date

Teacher Date

Teacher Date

Teacher Date

Signature of Employee Date

Douglas County School District Re. 1 Teacher Summative Remediation Professional Indicator Report

Employee Name:
Employee ID:
Position:
Department/School:
School Year:
Years in DCSD:
Evaluator:
Today's Date:

Summative determination of the Remediation Assistance Team Evaluators:

_____ Licensed Professional has successfully completed the goal(s) of the Remediation Plan and will return to the Performance Evaluation Model.

Teacher has not satisfactorily completed the goal(s) of the Remediation Plan and therefore the following recommendation is made:

_____ Teacher has satisfactorily completed major components of the Remediation Plan and will be returned to a Professional Improvement Plan to address other areas of concern identified in the Remediation Plan.

_____ Teacher has not satisfactorily completed major components of the Remediation Plan.

Building Evaluator Date

Outside Evaluator Date

Director of HR Date

Licensed Employee Date

(Signature indicates the teacher had read and is familiar with the contents of the Remediation Plan and attached performance assessments and does not necessarily constitute agreement with the evaluator's recommendation.)

Douglas County School District Re. 1 Evaluation Review Board
Recommendation for Teacher

Employee Name:
Employee ID:
Position:
Department/School:
School Year:
Years in DCSD:
Evaluator:
Today's Date:

The evaluation and implementation of the Remediation Plan for this teacher has been reviewed by the Evaluation Review Board and determined:

_____ The Evaluation Review Board agrees that applicable remediation procedures and processes have been followed during the course of the Remediation Plan.

_____ Licensed Employee has successfully completed the goal(s) of the Remediation Plan and will return to the Performance Evaluation Model.

_____ Licensed Employee will be recommended to the Superintendent of Schools for initiation of dismissal proceedings.

_____ The Evaluation Review Board finds that applicable remediation procedure and processes have not been followed during the course of the Remediation Plan.

Rationale:

Review Board Signatures/Date:

Chairperson Date

Name Date

Name Date

Name Date

Name Date

Name Date

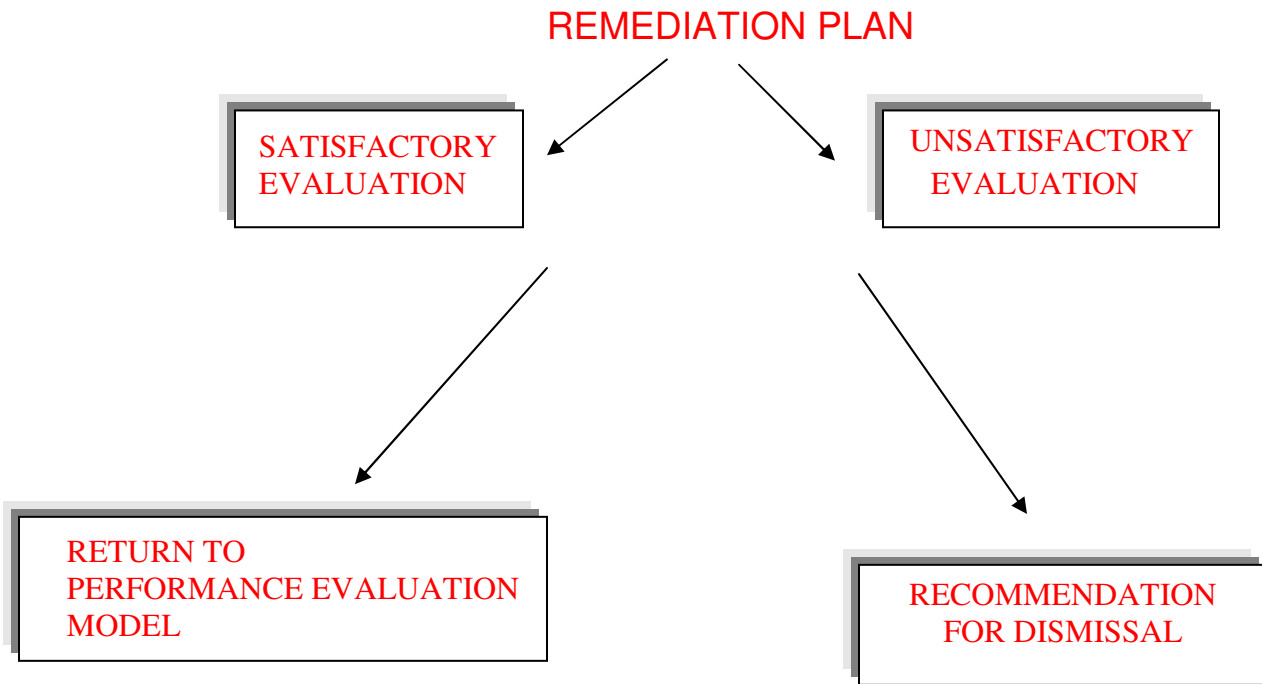
Name Date

Name Date

Name Date

Name Date

Remediation Plan Flow Chart



DCSD Behavior Expectations

Work Habits/Time Management

Students, staff, parents and community will develop and use productive work habits.

Indicators:

- Complete work to the best of their ability.
- Strive for excellence in all their work.
- Honor time commitments.
- Arrive at school prepared to work.
- Work cooperatively with others and independently when appropriate.
- Persevere even when tasks are difficult.

School Climate

Students, staff, parents and community will behave in a manner which fosters a positive school environment.

Indicators:

- Participate actively in the learning process.
- Encourage parent and community involvement.
- State expectations clearly.
- Show sensitivity toward others.
- Use courteous and polite language and behavior.
- Exercise self discipline.
- Follow school and district rules.

Dress

Students, staff, parents and community will dress appropriately for the school environment.

Indicators:

- Dress in a clean, neat and safe manner.
- Dress in a manner that is non-demeaning to self or others.
- Dress in a manner that promotes practices that are consistent with district policies.
- Dress in a manner which is conducive to the activity in which engaged.

Physical and Emotional Safety

Students, staff, parents and community will promote, create and maintain an environment free from physical and emotional harm.

Indicators:

- Control anger and resolve conflicts through non-violent means.
- Ensure that schools are free from weapons.
- Ensure that schools are free from harmful substances.
- Ensure that schools are free from intimidation, discrimination and harassment.

Respect for Grounds and Property

Students, staff, parents and community will be thoughtful caretakers of the school and district property and the property of others.

Indicators:

- Use property and materials for their intended purpose.
- Take responsibility for maintaining school and district property.
- Show respect for the personal property of others.

Integrity and Responsibility

Students, staff, parents and community will accept personal responsibility and accountability for their actions or inactions.

Indicators:

- Honor commitments.
- Promote excellence by setting challenging and attainable goals.
- Serve self and others through community involvement.
- Take the initiative to help others.
- Determine the right thing to do and do it.

Diversity

Students, staff, parents and community will respect the unique attributes and qualities of every individual.

Indicators:

- Treat others with fairness and compassion.
- View diversity as enhancing the school environment and community.
- Promote and encourage increased knowledge and understanding of diversity in curriculum and school-related activities.

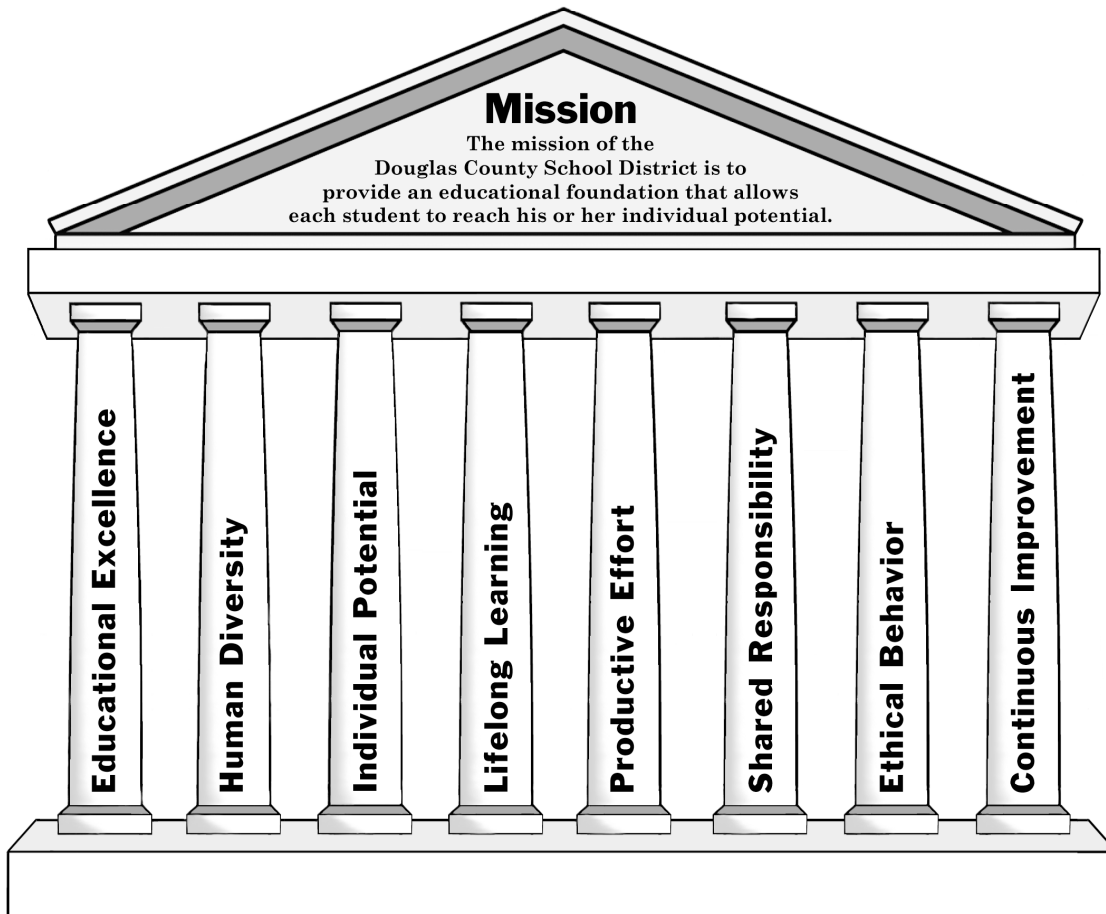
Communication

Students, staff, parents and community will communicate effectively to build a more positive school environment.

Indicators:

- Communicate with positive intent.
- Communicate in an open, trusting and truthful manner.
- Express ideas clearly.
- Listen actively and encourage feedback.
- Communicate in a timely and on-going manner.
- Clarify communication directly with the source.

DCSD Core Values



Core Values

Educational Excellence

High expectations are the focus of everything we do. We challenge all people to acquire a foundation of knowledge and academic skills, and to achieve their highest potential.

Human Diversity

Varied beliefs and backgrounds strengthen a public education system. We respect differences which contribute to a better society for all human beings.

Individual Potential

Individuals develop within an environment that nurtures intellectual, social, emotional, physical and aesthetic growth.

Lifelong Learning

Education is a process that begins at birth and continues throughout life. We foster curiosity, motivation and the desire to learn that extends beyond school settings.

Productive Effort

The pursuit of greater knowledge and more powerful thinking demands hard work, perseverance and commitment.

Shared Responsibility

The partnerships among parents, students, staff and community members are characterized by mutual commitment and collaborative effort.

Ethical Behavior

Our actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity and mutual respect.

Continuous Improvement

Our district, its systems and processes will be subject to continual scrutiny and improvement. We will be recognized for management by fact, results focus and a long range outlook.

Adopted by the Board of Education March 21, 2000.

Last Change Agreement

WHEREAS, _____ (“Employee”) is employed as a _____
_____, with Douglas County School District Re.1 in the City of
(Job classification)

Castle Rock, and,

WHEREAS, corrective action has been imposed on Employee on _____ as a
(date)

result of reasonable suspicion of being under the influence of a controlled substance/alcohol. Controlled substance/alcohol testing by a third party service provider confirmed you were positive for a controlled substance/alcohol on _____.
(date)

IT IS AGREED BY THE PARTIES AS FOLLOWS:

1. Employee acknowledges that Douglas County Schools has good and sufficient cause for Employee’s dismissal from employment.
2. Douglas County Schools will refrain from pursuing corrective action against Employee under the DCFT/DCSD Negotiated Agreement and/or District policy if applicable and/or dismissal from employment.
3. In exchange for the above-referenced consideration and for other good and valuable consideration, receipt of which is hereby acknowledged, Employee agrees to immediately contact, participate in, and comply with any and all recommendations or lawful and reasonable directives made by the Douglas County Schools Office of Human Resources (“OHR”), including any fitness for duty evaluation or referral by OHR to any health services provider / treatment program, and to continue participating in such program until further notice. Said directives shall be deemed to include, at a minimum, personal consultations with OHR at a frequency not exceeding more than one visit every two weeks, unless otherwise directed by the OHR, and abstinence during the course of this Agreement from use of alcohol or any controlled substances within the meaning of Title 18, Colorado Revised Statutes. Failure by Employee to comply with said directives shall constitute a material breach of this Agreement. Notwithstanding the foregoing, Employee may use such drugs, in such amounts as are lawfully prescribed for the Employee by a physician, and must report such use to the OHR.
4. If the OHR refers Employee to a health services provider / treatment program, Employee shall submit monthly progress reports from that entity to the OHR for the duration of that program, to verify the diagnosis, treatment plan, Employee’s compliance, and any prescribed medications.
5. Employee shall attend all scheduled appointments with the OHR and the health services provider/treatment program, and comply fully with any prescribed treatment, absent emergency

circumstances the nature of which Employee shall immediately relay to the OHR. Failure to do so shall constitute a material breach of this Agreement.

6. Employee understands and agrees that any tardiness, neglect of duty, violation of Douglas County Schools policy, or impairment, misconduct or dereliction of any nature on duty as a result of use of alcohol or controlled substances in violation of this Agreement, or the consequences thereof, and/or the violation of any provision(s) of this Agreement, shall constitute a material breach of this Agreement.
7. Employee agrees to submit to a breath analysis, blood testing, and/or urine testing for the presence of any alcohol and/or controlled substance. Such testing shall take place at such times as the Douglas County Schools shall designate from time to time, with or without notice to the Employee, at any time during the term of this Agreement. Notwithstanding any other provision of this Agreement, if Employee tests positive for ANY LEVEL of alcohol and/or of a controlled substance within the meaning of Title 18, Colorado Revised Statutes, in the Employee's breath, blood, or urine, Employee shall be deemed to be in material breach of this Agreement.
8. The Employee agrees to provide the OHR with such records, authorizations, and releases as are deemed necessary by Douglas County Schools to ensure compliance with this Agreement, and failure to provide said documentation shall be deemed a material breach of this Agreement. Employee further authorizes Douglas County Schools representatives to contact Employee's physician(s), treatment center(s), or program(s), to monitor Employee's treatment plan, prognosis, and/or compliance.
9. In the event Employee materially breaches this Agreement, Employee shall: (1) immediately and unconditionally resign from employment with Douglas County Schools; (2) be deemed to waive any and all rights, including any due process, hearing, dismissal proceedings, or appeal rights otherwise applicable under the DCFT Agreement or Douglas County Schools policies; and (3) never apply at any time for employment with Douglas County Schools in any capacity. In the event that Employee subsequent to his/her resignation is ordered reinstated to employment, he/she further waives any claim to back pay from the resignation date to the date of reinstatement.
10. Employee in furtherance of this Agreement shall execute the resignation letter attached hereto as Exhibit B at the time he/she executes this Agreement. Said resignation letter shall be held by Douglas County Schools during the term of this Agreement, and shall be utilized to effect Employee's resignation in accordance with this Agreement, in the event of material breach by the Employee. Employee understands and agrees to Douglas County Schools' utilization of Exhibit B in this manner.
11. This Agreement shall not, except as otherwise provided in this Agreement, limit the right of Douglas County Schools to impose corrective action or terminate the Employee for any reason permitted by law.
12. The invalidity or unenforceability of one or more provisions of this Agreement shall not affect the validity or enforceability of any of the other provisions hereof, and this Agreement shall be construed in all respects as if such invalid or unenforceable provision or provisions were omitted.

13. No assent, expressed or implied, by Douglas County Schools to any breach of any obligation or covenant by the Employee shall be construed as a waiver of any subsequent or other breach by the Employee.
14. This Agreement may not be modified and/or amended unless any such modification or amendment is reduced to writing and signed by both parties.
15. If the employee has tested negative for a period of twelve (12) months from the date of the Agreement was signed, no further testing will be required unless there is "reasonable suspicion." If the employee subsequently tests positive, said employee may be terminated.
16. Refusal to submit to testing for the presence of any alcohol and/or controlled substance will be considered positive and shall constitute a material breach of this Agreement and said employee may be terminated.
17. The term of this Agreement is the duration of the Employee's employment with the Douglas County Schools.

I HAVE READ THE FOREGOING AGREEMENT. I UNDERSTAND THAT THIS DOCUMENT HAS IMPORTANT LEGAL CONSEQUENCES. I HAVE HAD SUFFICIENT OPPORTUNITY TO SEEK ADVICE FROM AN ATTORNEY CONCERNING THIS AGREEMENT.

_____	_____
Douglas County Schools Employee	Signature

_____	_____
Employee Number	Date

_____	_____
Douglas County Schools Director of Human Resources	Signature

Date

County of _____ }

_____ }

State of _____ }

SUBSCRIBED AND SWORN TO before me this _____ day of _____, _____.

(month) (year)

My commission expires _____

(SEAL)	_____
	Notary Public

Last Change Agreement Letter

Date _____

Mr. (Director of Human Resources)
Director of Human Resources
Douglas County Schools
620 Wilcox Street
Castle Rock, CO 80104

Re.: Employment Resignation

Dear Mr. Director:

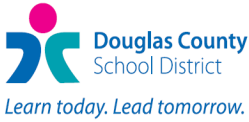
I hereby resign from employment as a _____ with the Douglas
(assignment)

County Schools effective immediately, pursuant to the Agreement dated

_____, between the Douglas County Schools and me.
(month, day, year)

Sincerely,

Name of Employee



Douglas County School District Child Abuse and Neglect Report Form

**CONFIDENTIAL:
THIS FORM IS NOT TO BE A
PART OF ANY EXISTING
STUDENT RECORD!**

STUDENT NAME: _____ DOB: _____ AGE: _____ SEX: _____

RACE: _____ SCHOOL: _____ GRADE: _____

STUDENT ADDRESS: _____ TELEPHONE NUMBER: _____

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN ADDRESS: _____

NAMES AND RELATIONSHIP OF OTHER HOUSEHOLD MEMBERS: _____

ANY EVIDENCE OF PREVIOUS CASES OF SUSPECTED OR KNOWN ABUSE/NEGLECT OF SAME CHILD OR SIBLINGS: _____

DESCRIPTION OF SUSPECTED OR KNOWN ABUSE/NEGLECT: _____

NAME AND ADDRESS OF ALLEGED PERPETRATOR, IF KNOWN: _____

ANY ACTION TAKEN BY REPORTING PERSON OR OTHER SCHOOL DISTRICT PERSONNEL: _____

ANY OTHER INFORMATION THAT MAY BE HELPFUL: _____

NAME OF PERSON WHO INITIALLY HAD KNOWLEDGE OR SUSPICION OF ABUSE/NEGLECT: _____

NAME OF PERSON WHO ORALLY MADE REPORT TO DOUGLAS COUNTY HEALTH & HUMAN SERVICES:

NAME: _____ TITLE: _____ DATE: _____

NAME OF PERSON FILING WRITTEN REPORT: _____ DATE SENT: _____

SIGNATURE OF PRINCIPAL: _____ DATE: _____

**SEND COPY OF FORM TO: DOUGLAS COUNTY HUMAN SERVICES, 4400 CASTLETON COURT,
CASTLE ROCK, CO 80109 (303) 688-4825**

DATE RECEIVED AT HEALTH AND HUMAN SERVICES OF DOUGLAS COUNTY: _____

SIGNATURE OF RECIPIENT: _____

**Human Services- Please send this form to DCSD Safety & Security Office 620 Wilcox Street
Castle, Rock CO 80104**