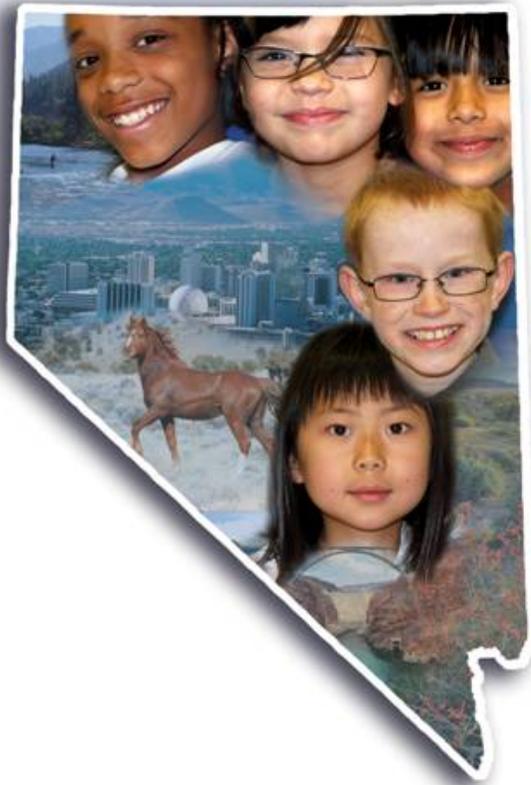


Washoe County School District Office of Human Resources Guidelines to Evaluation and Supervision



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DEPARTMENT OF HUMAN RESOURCES

425 East 9th Street

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<http://washoeschools.net/Page/172>

Labor Relations Forms

<http://www.washoeschools.net/Page/5407>

Professional Growth Systems Documents

<http://www.washoeschools.net/Page/5198>

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Performance Standards Links:

Licensed Administrator: Visit the MyPGS site to access the following resources (https://washoe.truenorthlogic.com/U/P/Tab/Resources?_ct=Resources)

- Teacher Evaluation Rubric based on the Danielson Framework for Teaching
- TOSA
- Counselor
- Speech and Language Pathologist and Therapist
- Dean of Students
- Occupational Therapist
- Physical Therapist
- School Psychologist
- Librarian
- School Nurse
- Social Worker
- Education Support Professional
- Education Support Professional Supervisor
- Central Office Administrator

Professional Growth System Guidelines to Evaluation and Supervision

I. Introduction

A comprehensive professional growth system is a crucial component of Washoe County School District's ("District" or "WCSD") strategy for building a highly skilled workforce. A Professional Growth System (PGS) tied to performance will ensure support for employees in providing the best possible education experience for every student.

Vision

By aligning administrative practices with professional learning, the Professional Growth System (PGS) will support all members of our learning community with accurate and informative evaluations that includes feedback for improvement and aligned professional learning opportunities for professional growth.

Mission

To create a comprehensive system that strengthens the quality of our workforce by ensuring professional learning opportunities and resources are aligned to indicators of need and interests, so all employees are supported and able to grow professionally and so that all students have an excellent equitable educational experience served by highly effective employees.

Professional Growth System

In support of the Strategic Plan, the District has developed a Professional Growth System (PGS). The purpose of the PGS is to develop high-quality employees for every school in the District. The PGS is a compilation of educational best practices from across the United States, educational research, and contributions of District personnel. The PGS is designed to support employees by creating a culture in which the highest standards of educational achievement are provided for each student.

Philosophy

The two essential purposes of a PGS evaluation are quality assurance and promoting continuous professional learning for all employees. To reach these dual purposes, the system must be rigorous, valid, reliable, and defensible. Additionally, it must promote professional learning through both collegial and collaborative structures.

The success of the professional growth system relies on the skills of those doing the evaluating, as well as clearly articulated protocols and procedures which engage

employees in those activities known to promote learning: self-assessment, goal setting, reflection on practice, and professional conversation.

Goals

The Professional Growth System (PGS) shall:

- Provide a comprehensive system for developing and evaluating employees;
- Provide clear expectations for the roles and responsibilities of employees;
- Describe professional growth and support opportunities for employees;
- Promote a collaborative atmosphere in which constructive feedback can be provided and implemented;
- Promote self-awareness, self-assessment, and ownership of employees' own professional development; and
- Promote life-long learning and improvement.

Conclusion

The PGS is dependent on a professional culture of collaboration, respect, teamwork, and trust to ensure continuous improvement. With this philosophy, employees will be empowered to embrace the vision, mission and goals of the PGS resulting in the best possible educational experience for every student.

II. Key Terms

The following are key terms and acronym definitions provided to assist the reader in understanding the PGS Handbook.

1. CP - Consulting Principal is a full release master principal who provides mentorship to novice principals, assists in the development and delivery of professional development for administrators, and provides intense support to veteran principals identified by their supervisor as needing improvement in performance.
2. CT - Consulting Teachers are outstanding teaching professionals who are able to communicate their knowledge and strategies about best practices and adult learners.
3. ESP – Education Support Professional

4. FAP - Focused Assistance Plan: Formalized plan of support developed in joint between employee and supervisor to improve identified areas of deficiency based on performance standards.
5. Formal Evaluation - A written evaluation that represents a rating that encompasses all performance standards, an evidence based narrative qualifying the ratings, and student achievement scores.
6. NEPF - Nevada Educator Performance Framework
7. NRS – Nevada Revised Statutes: State laws governing education.
8. NTA - New Teacher Academy: probationary teachers are provided with training through the New Teacher Academy during their formative years.
9. PAR - Peer Assistance and Review: intensive support for post-probationary administrators and teachers with an Ineffective or Developing rating and to employees new to administration and the teaching profession.
10. PGS - Professional Growth System: The system of employee evaluation, professional growth, and assistance.
11. Pro-Tech – Professional and Technical Administrators
12. Qualitative - Refers to a rating score that is derived from the observation of instruction and practice.
13. Quantitative - Refers to a rating score that is derived from student achievement scores.

Elements of the Professional Growth System

I. Evaluation of Site Administrators

Of all the school-based factors that contribute to student learning, the quality of teaching is the single most important variable. Research validates there is no substitute for a highly effective teacher in every classroom and a highly effective administrator in every school. A critical system in place in most schools and school districts to ensure the effectiveness of student learning is the evaluation system. The District is committed to ensuring that all students have access to high-quality instruction.

The District's Professional Growth System (PGS) includes a comprehensive, research-based definition of effective administrative practice, respecting the complexity of administrative practice and its many different dimensions. It enables

time to be spent on those activities that yield the maximum value in achieving the goals of the system, namely, ensuring employee quality and promoting professional learning.

The Professional Growth System (PGS) supports the efforts of employees to develop skills to challenge teachers and students at the highest level. Educating students today is highly complex, time intensive, ever changing, and data driven. Employees need a keen focus on improving teaching and learning within a classroom and a commitment to improve each and every day. The PGS describes these skills and provides the knowledge to build strong learning communities.

The PGS is housed electronically in [MyPGS](#). Documentation and completion of the entire evaluation process is completed in MyPGS. Goal setting, self-assessment, all observation and evidence collection, and completing the final evaluation are all conducted in MyPGS.

A. Performance Standards

Performance standards comprise the qualitative side of the PGS. The qualitative standards are used in the evaluation of all licensed administrators. These performance standards are based on the NEPF for administrators.

Licensed Administrator Standards

The qualitative administrative standards are:

[Instructional Leadership Standards](#)

- Standard 1 – Creating and Sustaining a Focus on Learning;
- Standard 2 – Creating and Sustaining a Culture of Continuous Improvement;
- Standard 3 – Creating and Sustaining Productive Relationships; and
- Standard 4 – Creating and Sustaining Structures

[Professional Responsibility Standards](#)

- Standard 5 – Manages Human Capital;
- Standard 6 – Self-Reflection and Professional Growth;
- Standard 7 – Professional Obligations; and
- Standard 8 – Family and Community Engagement

Student growth scores comprise the quantitative side of the PGS. A qualitative rating based on the performance standards is combined with student growth and achievement data to provide an overall ratings of performance for the employee:

- Highly Effective;
- Effective;

- Developing; and
- Ineffective.

All licensed administrative staff will be evaluated each year on all standards.

B. Schedule for Evaluation

The Professional Growth System (PGS) was designed to meet the different needs of employees at various stages of their careers in the District. Intensive support and supervision are provided for probationary employees. The focus of the probationary years is to develop an effective repertoire of job related skills and to become knowledgeable about NEPF performance expectations. Probationary employees are evaluated one time per year in each of the three probationary years. The number of formal observations that are conducted vary by year to provide in-depth analysis and feedback about their performance (see section D).

Post-probationary status is granted upon completion of three complete years of service as an administrator and the employee is rated Effective or Highly Effective for two consecutive years based on the April evaluation. A newly hired licensed administrator must serve three years of probation as an administrator even if post-probationary status was achieved as a certified employee. Should an assistant principal, who has achieved post-probationary status, move to the position of principal, two additional years of probation will be served. Should an assistant principal, who had not yet satisfied three years of probation, move to the position of principal, the remainder of the three-year probationary period will be served; not less than two years.

C. Evaluation Preparation

Before employees are observed they participate in self-assessment and goal setting activities.

Self-Assessment

Self-assessment is one of the meta-cognitive practices that research shows to support active learning and the transfer of learning to new situations. When employees are active participants in their evaluations, noting strengths, needs, and area of expertise, evaluations are more tailored and focused, leading to increased professional growth. As a part of the continuous improvement cycle, employees complete a self-assessment each year before meeting with their supervisor for their goal setting conference. In the self-assessment the employee rates their level of performance on each of the indicators within the standards. Employees also write a rationale or provide examples to support their self-assessment level of performance. The self-assessment can be used as a platform for goal setting with their supervisor.

Goal Setting

Goal setting is another meta-cognitive activity that increases active participation in the evaluation processes and improves outcomes. Employees are encouraged to link their self-assessment results, assessment data, professional learning, and other school or district priorities to their goals to increase coherence. By aligning the evaluation activities of self-assessment, goal setting, feedback, and support, evaluations will be perceived as connected rather than “one more thing.”

D. Observations

Requirements for Formal Observations

Formal observations serve as critical sources of data for the formal evaluation process. The requirements for formal observations are as follows:

- A formal observation must be at least 30 consecutive minutes in length.
- All formal observations must have a pre-conference.
- All formal observations must be followed by a post-observation conference which must take place within 5 contractual days following the formal observation. Post-observation conferences may be delayed by mutual consent due to extenuating circumstances.
- If the performance of the employee is less than Effective, evidence of the less than Effective performance must be provided in the Observation Notes.

Probationary Employees

- A first year probationary employee will have a minimum of 3 formal observations.
 - The first formal observation must take place before the 40th day of instruction
 - The second formal observation must take place after the 40th day and before the 80th day of instruction
 - The third formal observation must take place after the 80th day and before the 120th day of instruction
- A second year probationary employee will have a minimum of 2 formal observations.
 - The first formal observation must take place before the 80th day of instruction

- The second formal observation must take place after the 80th day of instruction and before the 120th day of instruction
- A third year probationary employee will have a minimum of 1 formal observation.
 - The formal observation must take place before the 120th day of instruction
- This observation cycle will remain in effect throughout the three-year probationary period as long as the April evaluations are Effective or Highly Effective. Should the April evaluation be rated as less than Effective, the employee will be formally observed a minimum of 3 times in the subsequent school year following the 40th, 80th, and 120th day timeline.

Post-Probationary Employees

- Post-Probationary Employees previously rated Effective or Highly Effective
 - A post-probationary employee previously rated as Effective or Highly Effective is required to have a minimum of one (1) formal observation during the current school year which must take place prior to the 120th day of instruction.

Off-Cycle Evaluations (due to Developing or Ineffective rating)

- An employee placed on an off-cycle evaluation will have a minimum of 3 formal observations for the current school year.
 - The first formal observation must take place before the 40th day of instruction
 - The second formal observation must take place after the 40th day and before the 80th day of instruction
 - The third formal observation must take place after the 80th day and before the 120th day of instruction

A Case for an Alternate Observer

If a probationary or off-cycle employee, who is receiving three formal observations in the school year, receives evidence indicating Developing or Ineffective performance on both of the first two observations, the employee may request the third observation be completed by an alternate observer, in accordance with Nevada state law. The evidence collected by the alternate observer will be considered when drafting the final evaluation. The evaluation will be completed by the employee's supervising administrator.

Guidelines for Walk-Through and Informal Observations

Walk-through and informal observations are a valuable part of the Professional Growth System (PGS). Supervisors will conduct routine walk-through and informal observations throughout the year. The data collected during these observations will be shared with the employee and included as part of the overall performance evaluation.

E. Evaluations

The evaluation process of the PGS is a tool for continuous improvement for employees. The employee and supervisor work together to identify goals for professional growth, observe professional practices, gather evidence, and reflect on progress made. An employee's level of performance is scored against the performance standards and is supported through evidence and artifacts.

Each evaluation must include the following:

- A descriptive narrative with recommendations
 - For every indicator rated less than Effective, a minimum of two pieces of evidence describing the less than Effective performance, specific to the indicator, must be provided
- A qualitative rating with ratings for every indicator for every standard
 - Two sources of evidence are to be listed for each indicator
- Student achievement outcomes as determined by the Nevada Department of Education and District policy
- A sign-off by the evaluator and the employee

Probationary employees, post-probationary employees who are off-cycle, post-probationary employees whose previous evaluation was rated as Effective, and post-probationary employees whose previous evaluation was rated as highly Effective for one single year will receive one formal evaluation in April based on all standards.

Post-probationary employees who receive an evaluation of Highly Effective for two consecutive years will:

(a) Receive one formal observation in the school year immediately following the second consecutive Highly Effective evaluation with no evaluation required for that school year, and;

(b) Receive a minimum of one formal observation by the 120th day of instruction and one evaluation in April of the school year immediately following school year described in paragraph (a).

Probationary Employees

WCSD Qualitative Evaluation Guidelines - Probationary Employee		
<ul style="list-style-type: none"> • New hire employees in the state of Nevada will serve three years of probationary status. (NRS 391.3197) • All probationary employees are evaluated one time per year – due the third Monday in April. • All employees will be evaluated each year on all standards. • The number of formal observations a probationary employee receives is dependent on their probationary year. • Probationary employees must score Effective or higher on their evaluation for two consecutive years to move to post-probationary status. (NRS 391.3197) • Any probationary employee scoring less than Effective on their evaluation during any of the three years can be non-renewed on a given year. (NRS 391.3197) • Should a non-renewal be under consideration, notification of this consideration should be reported to the Superintendent at the start of the second semester. 		
First Year Probationary	A minimum of three formal observations are required. One evaluation is to be completed in April.	
Observations Required		
By the 40 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place within the first 40 days of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	
40 th to 80 th day of instruction	<ul style="list-style-type: none"> • A minimum one formal observation with a pre and post conference must take place between the 40th and 80th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	
80 th to 120 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 80th and 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <ul style="list-style-type: none"> • Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

Second Year Probationary	A minimum of two formal observations are required. One evaluation is to be completed.	
Observations Required	*Should the employee receive a less than Effective evaluation in year one of probation, the employee must have three formal observations with the first being completed by the 40 th day of instruction.	
By the 80 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place by the 80th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	
80 th to 120 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 80th and 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <p>Minimum Expectations</p> <ul style="list-style-type: none"> • Employee will achieve a rating of Effective or higher. • Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

Third Year Probationary	A minimum of one formal observation is required. One evaluation is to be completed.	
Observation Required	*Should the employee receive a less than Effective evaluation in year two of probation, the employee must have three formal observations with the first being completed by the 40 th day of instruction and the 2 nd between the 40 th and 80 th day.	
By the 120 th day of instruction	<ul style="list-style-type: none"> • Administrator shall personally observe the performance of an employee for not less than a cumulative total of 60 minutes. • A minimum of one formal observation with a pre and post conference must take place by the 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • The cumulative total of 60 minutes of observation may include informal observations. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <p>Minimum Expectations</p> <ul style="list-style-type: none"> • Employee will achieve a rating of Effective or higher. • Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

Post-Probationary Employees

WCSD Qualitative Evaluation Guidelines - Post-Probationary Employee			
<ul style="list-style-type: none"> All post-probationary employees who were previously rated Effective or Highly Effective are to be formally observed a minimum of one time. All post-probationary employees previously rated Effective are evaluated one time per year – due the third Monday in April. Post-probationary employees who receive an evaluation of Highly Effective for two consecutive years will: <ol style="list-style-type: none"> Receive one formal observation in the school year immediately following the second consecutive Highly Effective evaluation with no evaluation required for that school year, and; Receive a minimum of one formal observation by the 120th day of instruction and one evaluation in April of the school year immediately following school year described in paragraph (a). All evaluations are completed on all standards and indicators. 			
Previous Ranking	Evaluation Period Ending	Observation Required	Minimum Expectations
Effective or Highly Effective	April (3 rd Monday)	<p>Administrator shall personally observe the performance of an employee for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> A minimum of one formal observation with a pre and post conference must take place by the 120th day of instruction. Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. The formal observation must consist of a minimum of 30 consecutive minutes. The cumulative total of 60 minutes of observation may include informal observations. Additional dates and times may be reported with supporting evidence. 	<p>Evaluation will be based on all standards and all indicators using observation and evidence to support a final rating.</p> <p>Employee will achieve a rating of Effective or higher.</p>
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.			

Off-Cycle Employees

WCSD Qualitative Evaluation Guidelines - Off-Cycle Observation/Evaluation Identified from April Evaluation: Post-Probationary		
<ul style="list-style-type: none"> • Employees are placed on an off-cycle observation/evaluation for the following year if a rating of Developing or Ineffective is received on the April evaluation. • Employees will be formally observed a minimum of three times with one evaluation completed in April based on all standards. • For employees rated Developing for the first time, the development of a Focused Assistance Plan (FAP) and referral to the Peer Assistance and Review (PAR) program is at the discretion of the supervisor. • For employees rated Developing for the second consecutive year, the development of a FAP and inclusion into PAR is mandatory. • For employees rated Ineffective on their April evaluation, the development of a FAP and inclusion into PAR is mandatory. • A post-probationary employee who received two consecutive less than Effective evaluations on their April evaluation will revert to probationary status. (NRS 391.3129) 		
Observation Period	Observation Required	Minimum Expectations
By the 40 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place within the first 40 days of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	Evidence from observation will indicate Effective performance according to standards and components identified as areas in need of improvement.
40 th to 80 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 40th and 80th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	Evidence from observation will indicate Effective performance according to standards and components identified as areas in need of improvement.
80 th to 120 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 80th and 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday) Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.</p> <p>Employee will achieve a rating of Effective or higher.</p>
*Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

The Final Evaluation Report

The evaluating administrator is responsible for completing the Final Evaluation Report at the completion of the evaluation year for all employees. The evaluation is an examination of the cumulative performance for an entire professional growth year and reviews the employee's overall performance on each of the NEPF performance standards.

The evaluator reviews all of the material, including all post-observation conference reports, as well as other data sources. Employees are strongly encouraged to assemble a portfolio with evidence of attainment of growth in terms of the performance standards and student growth scores to serve as a comprehensive record of continuous improvement. Before the final evaluation is completed, the employee and evaluator will review together additional sources of data that may include:

- Formal observations;
- School Performance Plans;
- Northwest Accreditation Plan;
- Professional Development Plan;
- School wide data;
- Staff Profile, including but not limited to, turnover, diversity, attendance, and experience;
- District parent/guardian, student, and staff surveys

The Final Evaluation Report concludes with a summary rating of the employee's overall performance. The employee is given a qualitative rating of: Highly Effective, Effective, Developing, or Ineffective. Any post-probationary employee who receives an overall rating of Ineffective or Developing will move into an off-cycle evaluation.

In the case of employees who work at multiple sites, the administrator at the location in which a majority of the employee's time is assigned completes the evaluation. If equal time is spent in each location, the administrators shall jointly complete the evaluation. All administrators completing the evaluation are responsible for gathering data for the evaluation process.

Two Consecutive Years of Highly Effective Evaluation

Should a post-probationary employee receive two consecutive years of Highly Effective evaluation as a post-probationary employee, the employee shall receive a waiver of the final summative evaluation in the school year immediately following

the school year in which the second consecutive Highly Effective evaluation was achieved. In the waiver year all activities in the regular observation/evaluation cycle will still occur except the final rating and narrative that comprise the summative evaluation completed in April.

In the year immediately following the evaluation waiver year, the employee will return to the regular cycle of evaluation. The employee must then achieve two consecutive years of Highly Effective evaluation to be placed on another waiver year.

Employees on Leave During the Evaluation Period

If an employee has been out on leave, preventing the completion of an evaluation, the evaluating administrator will write a statement in the narrative portion of the final evaluation stating that the evaluation was not able to be completed due to the employee being out on leave. This statement is to include the dates of the leave of absence. The evaluating administrator will then sign off on the evaluation. This procedure will also occur for an employee on leave during any of the three formal observation periods during the school year.

F. The Peer Assistance and Review (PAR) Program

The purpose of the District's Peer Assistance and Review ("PAR") Program is to assist all employees to meet standards for effective performance. It provides intensive individualized support for experienced employees who have been identified as performing below District standards of effectiveness and to provide support for first year administrators. As a result, the PAR Program is the District mechanism for maintaining system wide quality control and ensuring that all District employees are Effective or Highly Effective in the performance standards. In addition to all first year administrators, post-probationary administrators who are rated Ineffective or Developing and require a Focused Assistance Plan (FAP) will be eligible for assistance to improve their performance through the PAR Program.

For post-probationary employees the Ineffective or Developing rating given by supervisors during the evaluation process and subsequent referral to the PAR Program indicates the employee is performing below the district's expectations in accordance with the Professional Growth System (PGS). Participation in the PAR Program for employees who receive the Ineffective rating is mandatory. Referral to the PAR Program for administrators who receive the Developing rating is to be determined by their supervisor. Should an employee receive a Developing rating for a second consecutive year on the April evaluation, and are not currently in the PAR

Program, participation is mandatory. All first year principals will receive support from the Consulting Principal.

The Peer Assistance and Review (PAR) Program consists of two components: The PAR Panel and Consulting Principal. The Panel consists of an equal number of administrators recommended by Washoe Schools Principals' Association and approved by the Superintendent, and Area Superintendents and approved by the Superintendent. The Consulting Principal provides direct support to clients and collects data through peer observations. Based on the data and information gathered through the program, the Panel makes recommendations that may include continued use, and possible revision, of the Focused Assistance Plan throughout the year, recommendations for a second year in the PAR Program, a return to a formal cycle of evaluation, or recommendations to the Superintendent regarding changes in contract.

II. Evaluation of Certified Employees

A comprehensive professional growth system is a crucial component of the District's strategy for building a highly skilled workforce. Research clearly shows that a high quality teacher is the most important factor in closing the achievement gap. A Professional Growth System (PGS) tied to performance will ensure support for employees in providing the best possible education experience for every student.

A. Performance Standards

Performance standards comprise the qualitative side of the PGS. The qualitative standards are used in the evaluation of all classroom-based teachers, including Special Education and English Learner (EL) teachers. Performance standards, criteria, and descriptive examples have been designed for other licensed personnel including counselors, speech and language pathologists, school psychologists, teachers on special assignment, social workers, occupational therapists, physical therapists, deans, librarians, and nurses.

Performance Standards Links: Visit the MyPGS site to access the following resources (<https://washoe.truenorthlogic.com/U/P/Tab/Resources? ct=Resources>)

- Teacher Evaluation Rubric based on the Danielson Framework for Teaching
- TOSA
- Counselor
- Speech and Language Pathologist and Therapist

- Dean of Students
- Occupational Therapist
- Physical Therapist
- School Psychologist
- Librarian
- School Nurse
- Social Worker

The qualitative teaching standards are:

- Standard 1 - Planning and Preparation;
- Standard 2 - Classroom Environment;
- Standard 3 - Instruction; and
- Standard 4 - Professional Responsibilities.

Student growth scores comprise the quantitative side of the Professional Growth System (PGS). A qualitative rating based on the performance standards is combined with student growth and achievement data to provide one of four overall rating of performance for the employee:

- Highly Effective;
- Effective;
- Developing; and
- Ineffective.

All certified staff will be evaluated one time per year on all standards each year.

B. Schedule for Evaluation

Intensive support and supervision are provided for probationary employees. The focus of the probationary years is to develop an effective repertoire of job related skills and to become knowledgeable about District performance expectations. Probationary employees are evaluated one time per year in each of the three probationary years. However, the number of formal observations that are conducted vary by year to provide in-depth analysis and feedback about their performance (see section D).

Post-probationary status is granted upon the successful completion of three-year probationary period and the employee is rated Effective or Highly Effective for two consecutive years based on the April evaluation.

C. Evaluation Preparation

Before employees are observed they participate in self-assessment and goal setting activities.

Self-Assessment

Self-assessment is one of the meta-cognitive practices that research shows to support active learning and the transfer of learning to new situations. When employees are active participants in their evaluations, noting strengths, needs, and areas of expertise, evaluations are more tailored and focused, leading to increased professional growth. As a part of the continuous improvement cycle, employees complete a self-assessment each year before meeting with their administrator for their goal setting conference. In the self-assessment, the employee rates their level of performance on each of the components within the standards on which they are to be evaluated. Employees also write a rationale or provide examples to support their self-assessment level of performance. The self-assessment can be used as a platform for goal setting with their administrator.

Goal Setting

Goal setting is another meta-cognitive activity that increases active participation in the evaluation processes and improves outcomes. Employees are encouraged to link their self-assessment results, assessment data, professional learning, and other school or district priorities to their goals to increase coherence. By aligning the evaluation activities of self-assessment, goal setting, feedback, and support, evaluations will be perceived as connected rather than “one more thing.”

D. Observations

Requirements for Formal Observations

Formal observations serve as critical sources of data for the formal evaluation process. The requirements for formal observations are as follows:

- A formal observation must be at least 30 consecutive minutes in length.

- All formal observations must have a pre-conference.
- All formal observations must be followed by a post-observation conference which must take place within 5 contractual days following the formal observation. Post-observation conferences may be delayed by mutual consent due to extenuating circumstances.
- If the performance of the employee is less than Effective, evidence of the less than Effective performance must be provided in the Observation Notes.

Probationary Employees

- A first year probationary employee will have a minimum of 3 formal observations.
 - The first formal observation must take place before the 40th day of instruction
 - The second formal observation must take place after the 40th day of instruction and before the 80th day of instruction
 - The third formal observation must take place after the 80th day of instruction and before the 120th day of instruction
- A second year probationary employee will have a minimum of 2 formal observations.
 - The first formal observation must take place before the 80th day of instruction
 - The second formal observation must take place after the 80th day of instruction and before the 120th day of instruction
- A third year probationary employee will have a minimum of 1 formal observation.
 - The formal observation must take place before the 120th day of instruction
- This observation cycle will remain in effect throughout the three year probationary period as long as the April evaluations are Effective or Highly Effective. Should the April evaluation be rated as less than Effective, the employee will be formally observed a minimum of three times in the subsequent school year following the 40th, 80th, and 120th day timeline.

Post-Probationary Employees

- Post-Probationary Employee previously rated Effective or Highly Effective.
 - A post-probationary employee previously rated as Effective or Highly Effective is required to have a minimum of one formal observation during the school year which must take place prior to the 120th day of instruction

Off-Cycle Evaluations (due to Developing or Ineffective evaluation rating)

- An employee placed on an off-cycle evaluation will have a minimum of three formal observations for the current school year.
 - The first formal observation must take place before the 40th day of instruction
 - The second formal observation must take place after the 40th day of instruction and before the 80th day of instruction
 - The third formal observation must take place after the 80th day of instruction and before the 120th day of instruction

A Case for an Alternate Observer

If a probationary or off-cycle employee, who is required to receive three formal observations in the school year, receives evidence indicating Developing or Ineffective performance on both of the first two observations, the employee may request the third observation be completed by an alternate observer, in accordance with Nevada state law. The evidence collected by the alternate observer will be considered when drafting the final evaluation. The evaluation will be completed by the employee's supervising administrator.

Guidelines for Walk-Through and Informal Observations

Walk-through and informal observations are a valuable part of the Professional Growth System (PGS). Administrators will conduct routine walk-through and informal observations throughout the year. The data collected during these observations will be shared with the employee and included as part of the overall performance evaluation.

E. Evaluations

The evaluation process of the PGS is a tool for continuous improvement for employees. The employee and administrator work together to identify goals for professional growth, observe professional practices, gather evidence, and reflect on progress made. An employee's level of performance is scored against the performance standards and is supported through evidence and artifacts.

Each evaluation must include the following:

- A descriptive narrative with recommendations
 - For every indicator rated less than Effective, evidence describing the less than Effective performance, specific to the indicator, must be provided
- A qualitative rating with ratings for every indicator for every standard
 - Two sources of evidence are to be listed for each indicator
- Student achievement outcomes as determined by the Nevada Department of Education and District policy
- A sign-off by the evaluator and the employee

Probationary employees, post-probationary employees who are off-cycle, post-probationary employees whose previous evaluation was rated as Effective, and post-probationary employees whose previous evaluation was rated as Highly Effective for one single year will receive one formal evaluation in April based on all standards.

Post-probationary employees who receive an evaluation of Highly Effective for two consecutive years will:

- (a) Receive one formal observation in the school year immediately following the second consecutive Highly Effective evaluation with no evaluation required for that school year, and;
- (b) Receive a minimum of one formal observation by the 120th day of instruction and one evaluation in April of the school year immediately following school year described in paragraph (a).

Important details regarding formal observations and evaluations are as follows:

Probationary Employees

WCSD Qualitative Evaluation Guidelines - Probationary Employee		
<ul style="list-style-type: none"> • New hire employees in the state of Nevada will serve three years of probationary status. (NRS 391.3197) • All probationary employees are evaluated one time per year – due the third Monday in April. • All employees will be evaluated each year on all standards. • The number of formal observations a probationary employee receives is dependent on their probationary year. • Probationary employees must score Effective or higher on their evaluation for two consecutive years to move to post-probationary status. (NRS 391.3197) • Any probationary employee scoring less than Effective on their evaluation during any of the three years can be non-renewed on a given year. (NRS 391.3197) • Should a non-renewal be under consideration, notification of this consideration should be reported to the Area Superintendent at the start of the second semester. 		
First Year Probationary	A minimum of three formal observations are required. One evaluation is to be completed in April.	
Observations Required	*Should a new hire employee be hired within three weeks of the 40 th day of instruction, the first formal observation will not be conducted and the year will not be counted as the first year of probation.	
By the 40 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place within the first 40 days of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	
40 th to 80 th day of instruction	<ul style="list-style-type: none"> • A minimum one formal observation with a pre and post conference must take place between the 40th and 80th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	
80 th to 120 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 80th and 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <ul style="list-style-type: none"> • Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

Second Year Probationary	A minimum of two formal observations are required. One evaluation is to be completed.	
Observations Required	*Should the employee receive a less than Effective evaluation in year one of probation, the employee must have three formal observations with the first being completed by the 40 th day of instruction.	
By the 80 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place by the 80th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	
80 th to 120 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 80th and 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <p>Minimum Expectations</p> <ul style="list-style-type: none"> • Employee will achieve a rating of Effective or higher. • Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

Third Year Probationary	A minimum of one formal observation is required. One evaluation is to be completed.	
Observation Required	*Should the employee receive a less than Effective evaluation in year two of probation, the employee must have three formal observations with the first being completed by the 40 th day of instruction and the 2 nd between the 40 th and 80 th day.	
By the 120 th day of instruction	<ul style="list-style-type: none"> • Administrator shall personally observe the performance of an employee for not less than a cumulative total of 60 minutes. • A minimum of one formal observation with a pre and post conference must take place by the 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • The cumulative total of 60 minutes of observation may include informal observations. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <p>Minimum Expectations</p> <ul style="list-style-type: none"> • Employee will achieve a rating of Effective or higher. • Evaluation will be based on all indicators in all standards using observation and evidence to support a final rating.
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.		

Probationary Employee Renewal/Non-renewal Determinations

Rating On April Summative Evaluation - Probationary Licensed Personnel					
<i>Year 1</i>	<i>Renew/Non-Renew*</i>	<i>Year 2</i>	<i>Renew/Non-Renew*</i>	<i>Year 3</i>	<i>Renew/Non-Renew*</i>
Eff/HE	Renew	Eff/HE	Renew	Eff/HE	Renew
Eff/HE	Renew	Eff/HE	Renew	Dev/Ineff	**Possible Non-renew. If renewed, will be post-probationary off-cycle. If non-renewed, not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.
Eff/HE	Renew	Dev	**Possible non-renew. If renew, notice that must non-renew after 3rd year.	Eff/HE	Non-renew, but eligible for pool, serves new probationary period of three (3) years.
Eff/HE	Renew	Ineff	Non-renew		Not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.
Dev	*Possible non-renew	Eff/HE	Renew	Eff/HE	Renew
Dev	*Possible non-renew	Eff/HE	Renew	Dev/Ineff	Non-renew, not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.
Dev	*Possible non-renew	Dev	**Possible non-renew. If renew, notice that must non-renew after 3rd year.	Eff/HE	Non-renew, but eligible for pool, serves new probationary period of three (3) years.
Dev	*Possible non-renew	Dev	**Possible non-renew. If renew, notice that must non-renew after 3rd year.	Dev/Ineff	Non-renew, not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.
Dev	*Possible non-renew	Ineff	Non-renew		Not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.
Ineff	*Possible non-renew	Dev	**Possible non-renew. If renew, notice that must non-renew after 3rd year.	Eff/HE	Non-renew, but eligible for pool, serves new probationary period of three (3) years.
Ineff	*Possible non-renew	Dev	**Possible non-renew. If renew, notice that must non-renew after 3rd year.	Dev/Ineff	Non-renew, not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.
Ineff	*Possible non-renew	Ineff	Non-renew		Not eligible for pool unless employee can provide a year of satisfactory/effective evaluations.

KEY

HE = Highly Effective
Min = Developing

Eff = Effective
Ineff = Ineffective

*In accordance with NRS 391.3197, all probationary certified licensed personnel hired on or after July 1, 2011 must serve 3 one-year probationary terms and receive two consecutive years of effective or highly effective evaluations (on their April evaluation) during the three year probationary period in order to achieve post-probationary status.

If licensed employees receive a less than effective rating in their 2nd year of probation they are unable to achieve this requirement and therefore cannot move to post-probationary status. An employee receiving a less than effective rating in their 2nd year will receive notice on or before May 1 that either his/her contract will not be renewed, per NRS 391.3197 or that while the contract will be renewed, regardless of evaluation, s/he will be non-renewed at the end of the 3rd year. S/he must reapply with the District to be considered for rehire.

The benefit of allowing the 3rd year, instead of non-renewing due to the statutory language, is the ability for those who are moving in the right direction to have the opportunity for a 3rd year evaluation. If at the end of the 3rd year the person becomes effective or higher, s/he would be eligible to apply to the pool, having a last evaluation which is effective or higher. Anyone with a less than effective last evaluation is not eligible to move forward in the pool. If the employee is rehired, s/he would return as a probationary employee and begin a new 3-year probationary period.

**Depending on whether the employee is Developing or Ineffective and to what extent the administrator has concerns, there may be reasons to non-renew the employee based on the evaluation.

Probationary employees can be non-renewed at the end of any probationary year. All recommendations for non-renewals must be submitted to Human Resources.

Post-Probationary Employees Evaluations

WCSD Qualitative Evaluation Guidelines - Post-Probationary Employee			
<ul style="list-style-type: none"> All post-probationary employees who were previously rated Effective or Highly Effective are to be formally observed a minimum of one time. All post-probationary employees are evaluated one time per year – due the third Monday in April. Post-probationary employees who receive an evaluation of Highly Effective for two consecutive years will: <ul style="list-style-type: none"> (a) Receive one formal observation in the school year immediately following the second consecutive Highly Effective evaluation with no evaluation required for that school year, and; (b) Receive a minimum of one formal observation by the 120th day of instruction and one evaluation in April of the school year immediately following school year described in paragraph (a). All evaluations are completed on all standards and indicators. 			
Previous Ranking	Evaluation Period Ending	Observation Required	Minimum Expectations
Effective or Highly Effective	April (3 rd Monday)	<p>Administrator shall personally observe the performance of an employee for not less than a cumulative total of 60 minutes.</p> <ul style="list-style-type: none"> A minimum of one formal observation with a pre and post conference must take place by the 120th day of instruction. Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. The formal observation must consist of a minimum of 30 consecutive minutes. The cumulative total of 60 minutes of observation may include informal observations. Additional dates and times may be reported with supporting evidence. 	<p>Evaluation will be based on all standards and all components using observation and evidence to support a final rating.</p> <p>Employee will achieve a rating of Effective or higher.</p>
* Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.			

Off-Cycle Employees Evaluations

WCSD Qualitative Evaluation Guidelines - Off-Cycle Observation/Evaluation Identified from April Evaluation: Post-Probationary		
<ul style="list-style-type: none"> • Employees are placed on an off-cycle observation/evaluation for the following year if a rating of Developing or Ineffective is received on the April evaluation. • Employees will be formally observed a minimum of three times with one evaluation completed in April based on all standards. • For employees rated Developing for the first time, the development of a Focused Assistance Plan (FAP) and referral to the Peer Assistance and Review (PAR) Program is at the discretion of the administrator. • For employees rated Developing for the second consecutive year, the development of a FAP and inclusion into PAR is mandatory. • For employees rated Ineffective on their April evaluation, the development of a FAP and inclusion into PAR is mandatory. • A post-probationary employee who received two consecutive less than Effective evaluations on their April evaluation will revert to probationary status. (NRS 391.3129) 		
Observation Period	Observation Required	Minimum Expectations
By the 40 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place within the first 40 days of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	Evidence from observation will indicate Effective performance according to standards and components identified as areas in need of improvement.
40 th to 80 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 40th and 80th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	Evidence from observation will indicate Effective performance according to standards and components identified as areas in need of improvement.
80 th to 120 th day of instruction	<ul style="list-style-type: none"> • A minimum of one formal observation with a pre and post conference must take place between the 80th and 120th day of instruction. • Post-observation conferences are to be held within five contractual days following the formal observations. Conferences may be delayed by mutual consent due to extenuating circumstances. • The formal observation must consist of a minimum of 30 consecutive minutes. • Additional observation dates and times may be reported with supporting evidence. 	<p>Evaluation due: April (3rd Monday)</p> <p>Evaluation will be based on all components in all standards using observation and evidence to support a final rating.</p> <p>Employee will achieve a rating of Effective or higher.</p>
<p>*Artifacts can be used to provide additional evidence, but are not to be used in lieu of a formal observation.</p>		

The Final Evaluation Report

The evaluating administrator is responsible for completing the Final Evaluation Report at the completion of the evaluation year for all employees. The evaluation is an examination of the cumulative performance for an entire professional growth cycle and reviews the employee's overall performance on each of the District's performance standards.

The administrator reviews all of the material, including all post-observation conference reports, as well as other data sources. Employees are strongly encouraged to assemble a portfolio with evidence of attainment of growth in terms of the four performance standards to serve as a comprehensive record of continuous improvement. Before the final evaluation is completed, the employee and administrator will review together additional sources of data that may include:

- Samples of student work, tests, assignments, feedback to students;
- Long and short-term lesson and unit plans;
- Evidence of communication with parents;
- Student feedback; or
- Job specific evidence.

The Final Evaluation Report concludes with a summary rating of the employee's overall performance. The employee is given a qualitative rating of: Highly Effective, Effective, Developing, or Ineffective. Any post-probationary employee who receives an overall rating of Ineffective or Developing will move into an off-cycle evaluation.

In the case of employees who work at multiple sites, the administrator at the location in which a majority of the employee's time is assigned completes the evaluation. If equal time is spent in each location, the administrators shall jointly complete the evaluation. All administrators completing the evaluation are responsible for gathering data for the evaluation process.

Two Consecutive Years of Highly Effective Evaluation

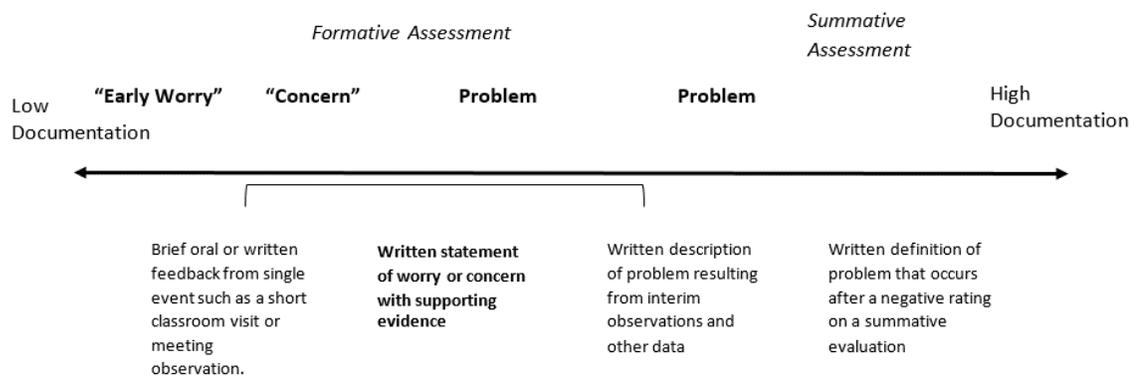
Should a post-probationary employee receive two consecutive years of Highly Effective evaluation as a post-probationary employee, the employee shall receive a waiver of the final summative evaluation in the school year immediately following the school year in which the second consecutive Highly Effective evaluation was achieved. In the waiver year all activities in the regular observation/evaluation cycle will still occur except the final rating and narrative that comprise the summative evaluation completed in April.

In the year immediately following the evaluation waiver year, the employee will return to the regular cycle of evaluation. The employee must then achieve two consecutive years of Highly Effective evaluation to be placed on another waiver year.

Employees on Leave During the Evaluation Period

If an employee has been out on leave, preventing the completion of an evaluation, the evaluating administrator will write a statement in the Narrative portion of the final evaluation stating that the evaluation was not able to be completed due to the employee being out on leave. This statement is to include the dates of the leave of absence. The evaluating administrator will then sign off on the evaluation. This procedure will also occur for an employee on leave during any of the three formal observation periods during the school year.

F. Communicating Levels of Performance



When to Start with an Early Worry

- You do not know the individuals' practice well.
- You have no prior pattern of data or history suggesting a problem.
- What you saw seems incongruous with past performance.
- You realize that new standards and expectations are changing what the school or district accepts as good practice.
- You realize you have seen the practice multiple times before without raising a question because you were preoccupied - or because you now know more.

- You believe the individual has sufficient knowledge and skill to make changes independently.
- You have good reason to think simply raising the question will cause the recipient to make changes.

When to Start at the Concern Level

- The issue is potentially volatile or likely to expand without immediate attention.
- You do not want the recipient to be blindsided or surprised by a low rating later in the year.
- You are several months into the academic year and want to make sure students' time and opportunities to learn are not being wasted.
- The potential recipient becomes uncomfortable with open-ended questions and shuts down when s/he is not clear about what exactly is expected.
- The personality type, learning style, or past response of the recipient suggest that s/he will ignore a subtler approach.
- You believe that the individual has sufficient skill and will be able to make changes independently if s/he is convinced that you and others view the problem as a serious one.

When to Use a Formal Problem Description

- Significant improvement does not occur within a period of weeks of the first communication of a worry or concern.
- Your worry or concern has not translated into their worry or concern.
- The individual does not demonstrate sufficient skills, background knowledge, or motivation to make changes independently.
- The problem is longstanding, as in inexplicit speech or repeated grammatical errors, and gentler approaches have not worked.
- The problem is acute and dramatic, as in a sharp decline in mental faculties or a series of harsh outbursts with colleagues, students, or parents.

- The “problem” is actually a number of complicated, interwoven, issues that will need to be divided into manageable pieces and addressed by a series of interventions.
- The recipient of the feedback has a track record of “not hearing” feedback, or consistently misrepresents ideas.
- The individual needs time to make sense of an issue before s/he can respond without extreme defensiveness.

G. The Peer Assistance and Review (PAR) Program

The purpose of the District's / Washoe Education Association (WEA) PAR Program is to assist all employees to meet standards for effective performance. It provides intensive individualized support for experienced employees who have been identified as performing below District standards of effectiveness and to provide support for first year probationary employees new to the profession. As a result, the PAR Program is the District's mechanism for maintaining system wide quality control and ensuring that all District employees are Effective or Highly Effective in the District's standards of performance. In addition to all first year probationary employees who are new to the profession, post-probationary employees who are rated Ineffective or Developing and require a Focused Assistance Plan (FAP) will be eligible for assistance to improve their performance through the PAR Program.

For post-probationary employees the Ineffective or Developing rating given by administrators during the evaluation process and subsequent referral to the PAR Program indicate the employee is performing below the district's expectations in accordance with the Professional Growth System (PGS). Participation in the PAR Program for employees who receive the Ineffective rating is mandatory. Referral to the PAR Program for teachers who receive the Developing rating is to be determined by their administrator. Should an employee receive a Developing rating for a second consecutive year on the April evaluation, and are not currently in the PAR Program, participation is mandatory. All first year probationary employees who are new to the profession will be included in the PAR Program to receive support at the onset of their career.

The PAR Program consists of two components: The PAR Panel and Consulting Teachers (CTs). The Panel consists of an equal number of teachers recommended by WEA and approved by the Superintendent, and administrators as recommended by the Washoe Schools Principals' Association (WSPA) and approved by the Superintendent. CTs provide direct support to clients and collect data through peer observations. Based on the data and information gathered through the program, the Panel makes recommendations that may include continued use, and possible revision, of the FAP throughout the year, recommendations for a second year in

PAR, a return to a formal cycle of evaluation, or recommendations to the Superintendent regarding contract renewal.

Click [here](#) to review the full Peer Assistance Review Program (PAR) handbook.

District Consulting Teacher Support for Veteran Employees

A veteran employee who wishes to receive mentoring support may contact the Induction and Mentoring Administrator in the Department of Professional Learning. Upon receipt of the request, the Induction and Mentoring Administrator will assign a Consulting Teacher who will contact the veteran employee and begin mentoring.

The Consulting Teacher will:

- Meet with the employee to explain:
 - the Consulting Teacher's role is to help the employee meet the expectations of the performance standards and the administrator
 - the Consulting Teacher does not serve as an evaluator of the employee
 - the Consulting Teacher will maintain a Focused Assistance Log with dates and topics discussed
 - a copy of the Focused Assistance Log will be given to the employee and administrator
 - a copy of all other correspondence, scripted notes, suggestions, etc., toward meeting the administrator's expectations will be given to the employee (these may also be given to the administrator or others as deemed necessary by HR)
 - explain that the Consulting Teacher may only share information regarding the 4 T's
 - **T**eacher's name; **T**opics discussed; **T**ime spent with teacher; **T**asks completed with the teacher
- Meet with the administrator
 - explain the above guidelines
 - determine the administrator's top three priorities for the veteran employee

- Conduct classroom observations
 - take scripted notes and/or use any system of data collection that will support the employee's growth
 - prioritize recommendations aligned with administrator expectations
 - give copies of scripted notes/suggestions to employee
- Conduct a reflecting conversation with the employee
 - give feedback and recommendations aligned with the performance standards and the administrator's expectations
 - problem-solve issues that prevent progress toward meeting the administrator's expectations
 - offer resources such as books, videos, sub days to observe other employees, in-service classes, etc.
- Meet with the administrator after 3-5 visits with the employee
 - update the administrator with the four T's
 - continue for a number of visits if deemed necessary by the administrator and the Consulting Teacher
 - consider other resources to offer the employee
 - determine next steps with input from administrator and mentoring administrator
- Upon completion of the assistance
 - provide the Induction and Mentoring Administrator with a copy of the Focused Assistance Log
 - upon Induction and Mentoring Administrator approval, provide the administrator and employee with a copy of the Focused Assistance Log, hand-deliver all paperwork to the Induction and Mentoring Administrator

What Consulting Teachers may NOT do:

- may not act as an advocate for the employee, but instead will remain neutral

- may not advise the employee about HR procedures related to performance evaluations
- may not advise the employee to seek assistance from the WEA
- may not advise the employee about the Employee Assistance Program
- may not attend any group meeting regarding the employee's progress
- may not talk with others at the school about the reason for being at the school

III. Evaluation of Education Support Professionals

A. Performance Standards

Performance standards comprise the qualitative side of the PGS. The qualitative standards are used in the evaluation of all Education Support Professionals (ESP). Parallel performance standards, criteria, and descriptive examples have been designed for supervisors of ESP employees.

Performance Standards Links:

- [Education Support Professional](#)
- [Education Support Professional Supervisor](#)

The performance standards are:

- Standard 1 - Planning and Process Implementation;
- Standard 2 – General Work Performance;
- Standard 3 – Communication and Collaboration; and
- Standard 4 - Professional Responsibilities.

The performance standards used to determine an employee's overall performance rating:

- Highly Effective;
- Effective;
- Developing; and
- Ineffective.

B. Evaluations

The evaluation process of the Professional Growth System (PGS) is a tool for continuous improvement for employees. The employee and administrator work together to identify goals for professional growth, observe professional practices, gather evidence, and reflect on progress made. An employee's level of performance is scored against the performance standards and is supported through evidence and artifacts.

Each evaluation must include the following:

- A descriptive narrative with recommendations
 - For every indicator rated less than Effective, evidence describing the less than Effective performance, specific to the indicator, must be provided
- A qualitative rating with ratings for every indicator for every standard
- A sign-off by the evaluator and the employee

C. Evaluation Preparation

Before employees are evaluated, it is recommended that they participate in self-assessment and goal setting activities.

Self-Assessment

Self-assessment is one of the meta-cognitive practices that research shows to support active learning and the transfer of learning to new situations. When employees are active participants in their evaluations, noting strengths, needs, and areas of expertise, evaluations are more tailored and focused, leading to increased professional growth. As a part of the continuous improvement cycle, employees complete a self-assessment each year before meeting with their administrator for their goal setting conference. In the self-assessment the employee rates their level of performance on each of the components within the standards on which they are to be evaluated. Employees also write a rationale or provide examples to support their self-assessment level of performance. The self-assessment can be used as a platform for goal setting with their administrator.

Goal Setting

Goal setting is another meta-cognitive activity that increases active participation in the evaluation processes and improves outcomes. Employees are encouraged to link their self-assessment results, assessment data, professional learning, and other

school or district priorities to their goals to increase coherence. By aligning the evaluation activities of self-assessment, goal setting, feedback, and support, evaluations will be perceived as connected rather than “one more thing.”

D. Schedule for Evaluation

All ESP are evaluated, at minimum of once per year, on all standards each year.

Probationary Employees:

Intensive support and supervision are provided for probationary employees. The focus of the probationary years is to develop an effective repertoire of job related skills and to become knowledgeable about District performance expectations.

Probationary employees are new to the Washoe County School District, and evaluated three times in the first working year:

- by the third working month;
- by the sixth working month; and
- by the ninth working month (this may occur over the course of two school years depending on the hire date).

Post-Probationary status is granted upon the successful completion of the probationary period and the employee is rated Effective or Highly Effective. If a probationary employee is rated less than Effective on the ninth month evaluation, the employee can be separated or can be provided a three-month extension of probation.

Post-Probationary Employees:

Post-probationary employees have successfully completed the probationary period and are evaluated one time a year, due by May 31st.

Post-Probationary Employees in a New Position:

A post-probationary employee who has changed job titles is placed in a six-month probationary period. An evaluation will be completed:

- by the third working month; and
- by the sixth working month, and granted post-probationary status upon achieving an Effective or Highly Effective evaluation rating

- Post-Probationary status is granted upon the successful completion of the probationary period and the employee is rated Effective or Highly Effective. If a probationary employee is rated less than Effective on the six month evaluation, the employee can be separated or can be provided a three-month extension of probation.
- If the employee's sixth month evaluation happens after April 1st, the employee's next evaluation will occur in the following school year, due by May 31st.

E. Feedback

Feedback is a valuable part of the professional growth system. Feedback is information about a performance in relation to a target or goal. Feedback is not the same as praise. For feedback to be most effective it should be specific, timely, and targeted. Feedback can occur in writing or can be spoken. Evaluators are able to share specific feedback with employees throughout the school year to support their growth.

IV. Evaluation of Non-Licensed and Professional-Technical Employees

A. Performance Standards

Performance standards comprise the qualitative side of the Professional Growth System (PGS). The qualitative standards are used in the evaluation of all Non-Licensed Administrators and Professional and Technical Administrators (Pro-Tech).

Performance Standards Links:

- [Central Office Administrator](#)

The performance standards are:

- Standard 1 – The Strategic Leader;
- Standard 2 – The Learning Leader;
- Standard 3 – The Managerial Leader;
- Standard 4 – The Collaborative Leader;
- Standard 5 – The Professional Leader; and

- Standard 6 – The Culturally Responsive Leader.

The performance standards used to determine an employee's overall performance rating:

- Highly Effective;
- Effective;
- Developing; and
- Ineffective.

B. Evaluations

The evaluation process of the Professional Growth System (PGS) is a tool for continuous improvement for employees. The employee and administrator work together to identify goals for professional growth, observe professional practices, gather evidence, and reflect on progress made. An employee's level of performance is scored against the performance standards and is supported through evidence and artifacts.

Each evaluation must include the following:

- A descriptive narrative with recommendations
 - For every standard rated less than Effective, evidence describing the less than Effective performance, specific to the standard, must be provided
- A qualitative rating with ratings for every standard
- A sign-off by the evaluator and the employee

C. Evaluation Preparation

Before employees are evaluated, it is recommended that they participate in self-assessment and goal setting activities.

Self-Assessment

Self-assessment is one of the meta-cognitive practices that research shows to support active learning and the transfer of learning to new situations. When employees are active participants in their evaluations, noting strengths, needs, and areas of expertise, evaluations are more tailored and focused, leading to increased professional growth. As a part of the continuous improvement cycle, employees

complete a self-assessment each year before meeting with their administrator for their goal setting conference. In the self-assessment the employee rates their level of performance on each of the components within the standards on which they are to be evaluated. Employees also write a rationale or provide examples to support their self-assessment level of performance. The self-assessment can be used as a platform for goal setting with their administrator.

Goal Setting

Goal setting is another meta-cognitive activity that increases active participation in the evaluation processes and improves outcomes. Employees are encouraged to link their self-assessment results, assessment data, professional learning, and other school or district priorities to their goals to increase coherence. By aligning the evaluation activities of self-assessment, goal setting, feedback, and support, evaluations will be perceived as connected rather than “one more thing.”

D. Schedule for Evaluation

All Non-Licensed Administrators and Pro-Tech Administrators are evaluated, at minimum, once per year, on all standards each year, due by May 1st.

E. Evidence Review

Evidence reviews are opportunities to discuss formalized feedback related to the job performance standards and progress towards goals. These reviews serve as a critical source of data for the evaluation process. Evidence is provided by the evaluator and signed off by the evaluator and the employee.

If the performance of the employee is less than Effective, evidence of the less than Effective performance must be provided in the Evidence Review Notes.

Formal evidence review activities are due by November 1st and February 1st of each year.

V. Evaluation of Confidential Employees

Employee positions that are deemed “confidential” pursuant to NRS 288.170(4) or agreed upon to be confidential by the District and a bargaining group are divided into three separate groups. Confidential employees who are members of the District’s Leadership Team are considered “at will” employees and are evaluated as such.

Confidential administrators follow the Association of Professional-Technical Administrators (“APTA”) contract (if non-licensed) or the Washoe School Principals Association (“WSPA”) contract (if licensed) with regard to discipline, as well as their

employee handbook. For evaluation purposes confidential non-licensed administrators follow the non-licensed administrator/professional-technical guidelines and confidential licensed administrators follow the licensed administrator guidelines.

Confidential Educational Support Professionals and Executive Assistants follow the Washoe Educational Support Professionals (WESP) contract with regard to discipline, as well as their employee handbook. For evaluation purposes confidential Educational Support Professionals and Executive Assistants follow the Educational Support Professionals guidelines.

VI. Evaluation of Leadership Team

Employees who are considered to be members of the Superintendent's Leadership Team are to be evaluated one time per year due by June 1. Leadership Team members are considered "at will" employees. Components of the yearly evaluation will consist of acknowledgement of the year's successes, goals associated to the District's Strategic Plan, increasing graduation rates, and overall school supports, as well as Supervisor recommendations. Click here for the [Leadership Team Evaluation](#).

Progressive Discipline and Due Process

A. Progressive Discipline

The District and the collective bargaining agents for the employee bargaining units agree that progressive discipline is a constructive and advantageous method of dealing with unsatisfactory performance and/or misconduct by an employee. Progressive discipline is the process of using increasingly severe steps or measures when an employee fails to correct a problem after being given a reasonable opportunity to do so. The underlying principle of sound progressive discipline is to use the least severe action that you believe is necessary to correct the undesirable situation. Increase the severity of the action only if the condition is not corrected. However, there is no rigid set of steps nor is there an inflexible rule that all steps must be followed before terminating an employee. The circumstances of each case and the administrator's judgment as to the least severe action that is necessary to correct the situation will help determine which step to use. Generally, disciplinary actions may range from warnings, reprimands, admonitions, suspensions/demotion to dismissal from service with the District. However, there may be circumstances of misconduct worthy of dismissal from service based upon a singular occurrence.

Progressive discipline is constructive in that it assists the District in rectifying an employee's unsatisfactory performance and misconduct by providing an employee information as to the manner with which the problem can and must be corrected. Furthermore, it serves to provide fair notice to the employee that failure to rectify unsatisfactory performance and/or misconduct will result in stronger disciplinary action. Progressive discipline is advantageous in that it demonstrates the District's commitment in attempting to rectify an employee's unsatisfactory performance and/or misconduct. When such is accomplished, both the District and employee benefit.

B. The Principles of Due Process, Weingarten Rights and Just Cause

Generally, post-probationary public employees are not to be disciplined or dismissed from service without being afforded the fundamental fairness of procedural due process, which can also be used interchangeably with the term Weingarten rights. The term "*Weingarten* Rights" refers to a U.S. Supreme Court decision (420 US 251, 1974), which ruled that an employee has the right to a union representative in any interview the employer might hold that is intended to investigate a possible discipline charge against the employee. Simply stated, these due process/Weingarten rights are:

1. The employee's right to be informed, in advance, of the subject matter or allegations that will be discussed in interviews that may lead to possible discipline for that employee.
2. The employee's right to respond to the allegations.
3. The employee's right to union, or other, representation at such an interview.

In the public employment setting in Nevada, a post-probationary employees' Weingarten rights are clarified by the Local Government Employee-Management Relations Board.

The District also provides this standard for all employees, including probationary employees.

Just Cause Guideline

The basic underlying principle in disciplinary cases is that the employer must have "just cause" for imposing the disciplinary action. While there is no one definition of

what "just cause", a common test for determining whether "just cause" existed was developed by Arbitrator Daugherty in the celebrated Enterprise Wire case (46 LA 359, 1966 and 50 LA 83). The guideline appears in condensed form below.

Generally post-probationary employees may be disciplined or dismissed from service for "just cause". While it is important for supervisors to follow the standards of due process, it is equally important and necessary for the supervisor to be able to provide cause for the level of discipline administered. The following tests are applicable in determining whether an employer had just cause for disciplining an employee:

1. Did the agency give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct?
2. Was the agency's rule or managerial order reasonably related to the orderly, efficient, and safe operation of the business?
3. Did the agency, before administering discipline to an employee, make an effort to discover whether the employee did, in fact, violate or disobey a rule or order of management?
4. Was the agency's investigation conducted fairly and objectively?
5. At the investigation, did the "Judge" obtain substantial evidence or proof that the employee was guilty as charged?
6. Has the agency applied its rules, orders, and penalties even-handedly and without discrimination to all employees?
7. Was the degree of discipline administered by the agency in a particular case reasonably related to (A) the seriousness of the employee's proven offense, and (B) the record of the employee in his/her service with the agency?

Generally, in Arbitrator Daugherty's analysis, a "no" answer to one or more of the question above would weigh in favor of finding no "just cause". However, arbitrators over the years following have varied from using some parts of the Daugherty analysis to using their own similar type framework, to rejecting the Daugherty Seven (7) Tests all together. That being said these seven (7) tests should be considered and weighed prior to making a decision to mete out progressive discipline for an employee.

If you are unsure of any part of the process, please contact Labor Relations for assistance.

C. Criminal Investigations

The Washoe County School District School Police Department (WCSDPD) or an outside law enforcement agency may conduct a criminal investigation when allegations of an employee's actions rise to the level of potential criminal conduct. In these instances, the WCSDPD will usually inform the administrator/supervisor and the Department of Labor Relations of the pending criminal investigation. Employees have no right to have an employee union representative attend a criminal investigation interview. An employee may want to seek legal counsel since it is a criminal matter.

WCSDPD will inform the administrator/supervisor and the Department of Labor Relations whether or not criminal charges will be filed against the employee when the criminal investigation is completed. The administrator/supervisor, in consultation with senior District officials, Human Resources and the Department of Labor Relations, shall determine whether an administrative (employment) investigation will be conducted regarding the employee's behaviors. Generally, if an administrative investigation is conducted the employee will receive an Investigatory/Due Process Meeting with Rights to Representation letter from his/her administrator/supervisor.

D. Administrative Investigations – Office of the General Counsel

When a complaint is being investigated by a Legal Administrative Investigator through the Office of the General Counsel, the Legal Administrative Investigator will interview the complainant(s), witness(es) and gather pertinent information and evidence in order to complete a confidential fact finding report. The Legal Administrative Investigator will not interview the employee(s) who are the subject(s) of the investigation. The Legal Administrative Investigator's confidential fact finding report will be sent to the subject's administrator/supervisor to ascertain if the facts and evidence warrant that the investigation continue and an investigatory/due process meeting with the employee who is the subject of the investigation is necessary. A copy of the Legal Administrative Investigator's confidential fact finding report will also be sent to the Department of Labor Relations. If the administrator/supervisor believes the investigation should continue, an Investigatory/Due Process Meeting with Rights to Representation letter describing

the allegations may be issued to the employee. At the investigatory/due process meeting the employee has the right to respond to all the allegations contained in the Investigatory/Due Process Meeting with Rights to Representation letter and has the right to have union or another employee representative with them at the meeting. All employees are directed to truthfully answer all the questions by the administrator/supervisor at the meeting.

E. How to Conduct an Investigatory/Due Process Meeting

When the meeting begins, the supervisor should introduce themselves to the employee's representative. If the employee has chosen not to bring representation, have them fill out and sign the Waiver of Representation form stating they understood their right to representation and they are voluntarily choosing to waive that right.

The supervisor should state that they and/or the District have made no determination regarding the allegations contained in the Notice of Investigatory/Due Process letter (IDP Notice Letter) the employee was provided and that the purpose of the IDP Notice Letter is so that employee is fully aware:

- of the alleged deficient performance and/or misconduct
- of the possible statutory or administrative regulations that may have been violated
- that disciplinary action may occur, and what the potential range of discipline might be
- that they have a right to representation
- that no conclusion has been made

By conducting this meeting, the employee's rights are being protected. This is a fact-finding meeting and their opportunity to explain "their side of the story".

Verify with the employee that he/she received and read the IDP Notice Letter. You do not have to read the IDP Notice Letter verbatim.

Explain that the investigation shall be kept as confidential as possible and that there is no guarantee of confidentiality. Also, explain that there is to be no retaliation against them for participating in the investigation and that he/she should not

retaliate against anyone else for participating in the investigation. Finally, inform the employee that they should answer the interview questions honestly and fully.

Ask open-ended questions (i.e., "Tell me about what happened on [date]", "What is your response to this allegation?") rather than closed ended questions that call for a "yes/no" response. Open-ended questions may lead to additional information or additional follow-up questions that the supervisor may want to ask in order to fully understand all of the facts of the matter. You can utilize closed ended questions if the employee is being evasive or vague in his/her responses.

At the close of the meeting, tell the employee that there may need to be some follow-up done to verify their responses, and that there will be a follow-up meeting later to conclude the process. This follow-up should not take longer than a week to ten days.

General Q&A

Q - Does the employee need to let me know if he/she is bringing an Association Rep?

A - No – the employee only needs to notify you in advance if they are bringing an attorney to the meeting.

Q - Should I have another person at the IDP with me?

A - It is not necessary, but it doesn't hurt to have an additional person to take notes while you conduct the meeting. This way, you can focus on listening to the employee's answers and develop follow-up questions without having to write everything down.

Q - Can I have my secretary take notes?

A - No. If another person is present at the meeting it should be another Administrator, Supervisor, or someone from the Labor Relations Department.

Q - What should I do if the employee informs me that he/she is bringing an attorney to the IDP?

A - Contact the Labor Relations Department – if an attorney is going to be at the meeting someone from Labor Relations must be in attendance.

Q - What should I do if the employee hands me a written response to the IDP, or refuses to answer questions?

A - Accept it, and state that you will take the written response into consideration, but the employee is still expected to answer the questions you have. If the employee insists on either referring solely to the written statement or refuses to answer questions, indicate that it is their right but that by doing so they risk an additional charge of insubordination and are essentially waiving their right to provide their side of the story.

Q - What should I do if additional allegations of inadequate performance/misconduct surface during the IDP?

A - If the employee brings up something during the meeting that may be an additional allegation of misconduct or deficient performance you may either:

- Inform the employee that you are stopping the meeting to investigate this additional allegation, with an indication the IDP will be reconvened at a later date
- Proceed with the IDP, but with the understanding that no discipline may be issued with regard to these additional allegations.

F. How to Document Facts - FRISK (Fact, Rule, Impact, Suggestion, Knowledge)

When conducting an investigation and subsequent disciplinary action, administrators should follow the FRISK (Fact, Rule, Impact, Suggestion, Knowledge) format:

Facts: What Did the Employee Do?

- Clearly pinpoint specific conduct deemed deficient or inappropriate.
- Describe the conduct, actions, and behavior in complete and explicit terms. Avoid technical and educational jargon whenever possible.
- Avoid factual errors - investigate first. This may involve speaking with other employees to determine what they witnessed, reviewing video recordings, examining documents, etc. This should **not** involve asking the employee being investigated at this point.

Rule: What Written Standard Was Violated?

- Federal Law or Nevada Revised Statutes
- District policies or Administrative Regulations.
- Negotiated Agreements
- Job descriptions
- Provisions in the Employee Handbook for the school or work site
- Adopted curriculum standards
- Prior administrative directives (these should be in writing, if possible)

When in doubt, define the problem then translate problem to expected rule.

Examples

Problem: Excessive Absenteeism

The PROBLEM with an employee who is repeatedly absent from work may be characterized as “job inefficiency.” It is reasonable to expect an employee to be an effective member of the staff and contribute to the efficient operations of the school district. This problem could be TRANSLATED into the following rule:

“Your job responsibilities require that you be present and perform your job so as not to unduly disrupt or adversely impact the efficient operations of the school district.”

There may be additional issues with regard to absenteeism. The best way to approach this is to contact the Labor Relations Office for guidance before an IDP is constructed.

Problem: Argumentative/Abrasive Attitude

The PROBLEM with an employee who is argumentative and abrasive with co-workers or supervisors may be characterized as “discourteous conduct.” It is reasonable to expect an employee to work cooperatively with co-workers in fostering a good working environment. This problem could be TRANSLATED into the following rule:

“You are expected to maintain a courteous and supportive working relationship with co-workers and your supervisors to avoid negatively

impacting the efficiency of the school district's operations and staff morale."

Rules must be:

- Reasonably clear and understandable.
- Reasonably related to the efficient and orderly operation of the District and educational program.
- Uniformly applied.
- Consistent with labor agreement, board policy, administrative regulations, or legal mandates.

IMPACT: What was the impact of the employee's conduct?

- The effect of the employee's deficient conduct and its impact on the district, its programs, students, employees, parents, or property.
- Substantiation of the degree of seriousness of the employee's conduct.
- Ties employee's conduct to the job.
- Important in sustaining burden of proof in a hearing.

Note:

In documenting the negative impact of an employee's unsatisfactory conduct on the school district (students, employees, parents, or property), it is recommended that the administrator/supervisor contact the Labor Relations Department to "brainstorm" examples of adverse impact evidence.

"If in doubt, leave it out."

SUGGESTIONS: When and what must the employee do?

- Directions on the proper conduct or level of performance expected to be adhered to in the future.
- Suggestions and recommendations to assist employees in meeting these requirements.

- Statement as to how employer will assist employee, including methodology for follow up.

All directives, directions, or suggestions must:

- be clear, factually specific, and unequivocal
- include reasonable and effective timelines for improvement
- include consequences for non-compliance
- leave no room for employee's own interpretation

KNOWLEDGE: What will happen?

- Tell employee that the letter will be placed in the employee's site and/or personnel file.
- Direct employee to sign document to indicate that employee received a copy.
- Give employee a copy.
- Make sure employee is aware of consequences if conduct continues or is repeated.

Administrative leave procedures

Generally speaking, there are four reasons why an employee is placed on Administrative Leave:

- An employee has engaged in conduct that may rise to the level of a criminal offense (e.g. battery on a student, theft, possession of illegal drugs) **(Note: In these cases Labor Relations will usually recommend contacting School Police and letting them conduct the investigation prior to any administrative action.)**
- An employee has engaged in conduct that, if proven, will lead to termination of their employment
- An employee has engaged in conduct that requires investigation that involves a significant number of people or is of a sensitive nature

- Employee behavior or statements suggest that they are a danger to themselves or others

If one of these factors is present, contact Labor Relations. **An employee cannot be placed on Administrative Leave without first consulting with the Labor Relations Department.** If Labor Relations agrees with the decision that the employee should be placed on leave, they will draft the letter to give to the employee. If the employee is a licensed employee or a non-licensed post-probationary employee, the Administrative Leave will be with pay. If the employee is a non-licensed probationary employee, the Administrative Leave will be without pay.

Unless circumstances require, employees should be notified of being placed on Administrative Leave either at the end of their workday or at the beginning of the next workday. Employees placed on administrative leave are required to turn over to their administrator or supervisor all District property in their possession, including (but not limited to) their ID badge and keys. The administrator or supervisor should verify that the employee's address and phone number on file are correct, and the employee must be advised that they must make themselves available during regular work hours in case the District needs to contact them.

Once any investigation (either by School Police or by the administrator/supervisor) is completed, the employee will be contacted to discuss next steps. This will usually involve an IDP for the observed conduct.

Reasonable Suspicion Procedures

In order to move forward with a reasonable suspicion of an employee under the influence, there are certain behaviors that must be observed. You must be able to observe and articulate that the employee is exhibiting characteristics that may indicate a person is under the influence of alcohol: unusual or impaired cognitive function, slurred speech, bloodshot eyes, unreasonable gait or walking or obvious smell of alcohol emanating from the person.

One of the first calls would be to the Area Superintendent and Labor Relations. Labor Relations will walk you through certain questions to identify whether reasonable suspicion exists in order to test for blood alcohol content.

If there is reasonable suspicion, school police will be contacted (either by Labor Relations or by the administrator) in order to send an officer to perform a PBT

(breathalyzer test). Do not confront the employee and ask them if they had been drinking. If an administrator or supervisor needs to remove the employee from their current assignment due to this suspicion, bring them to the administrator/supervisor's office or another private area to be safe. The safety of the employee, students and other staff should be the primary concern. Remember - **Do Not Jump To Conclusions**. There are other medical issues that people can experience that may have the same appearance of being under the influence of alcohol, e.g., diabetes.

It is important to wait for school police to arrive before addressing the employee. An administrator or supervisor never wants to place themselves into a position to confront the employee without law enforcement present. They are trained to identify and address the issue.

Usually, the officer will request that the employee submit to a voluntary breathalyzer. Most employees do agree. If they do not (or if they cannot perform the test), the officer will explain that they may not be safe to drive and that they will need a ride.

Do **NOT**, under any circumstances, voluntarily agree to drive the employee home. The employee can call a cab, call a family member or otherwise arrange to get a ride home.

If the employee does agree to the breathalyzer and blows a BAC (Blood Alcohol Content) over the limit, the police officer will explain the employee's options. Again, do not volunteer to drive the employee home.

If the employee blows over the limit, Labor Relations will generally recommend placing them on administrative leave and require a fitness for duty assessment. Once this is completed and recommendations are agreed upon, an IDP will be conducted for being at work while under the influence of alcohol.

Each case is treated individually and Labor Relations will help assist you through the process.

G. Disciplinary Action and Performance Evaluations

An employee's performance evaluation should **never** contain references to the actual discipline that was issued. However, an administrator or supervisor should

include the *behavior* that occurred that led to the corrective action or progressive discipline when determining an employee's overall performance.

H. Discipline of Licensed Personnel

Statutory Authority

NRS 391.750(3) provides that:

"In determining whether the professional performance of a licensed employee is inadequate, consideration must be given to the regular and special evaluation reports prepared in accordance with the policy of the employing school district and to any written standards of performance which may have been adopted by the board."

Progressive Discipline Steps

The steps for disciplining a licensed employee are generally as follows (items in **bold** require consulting with the District's Labor Relations Department before implementing). Click here to access the Staff Forms page for any of the following documents (<http://www.washoeschools.net/Page/5407>):

- Level One: Warning Notice
- Level Two: Reprimand
- **Letter of Admonition and Suspension** (may be used multiple times with increasing time periods, but no employee should be suspended for longer than 20 days in a school year)
 - **Suspension / Demotion Letter Template**
 - **Suspension / Demotion Form** (with Instructions)
 - **Suspension / Demotion Form** (fillable)
- **Recommendation for Dismissal**

While a Counseling Memo is not considered discipline, it is an option as a result on an IDP.

Legal Grounds for Discipline

Per NRS 391.750(1), A teacher may be suspended, dismissed or not reemployed and an administrator may be demoted, suspended, dismissed or not reemployed for the following reasons:

- (a) Inefficiency;
- (b) Immorality;
- (c) Unprofessional conduct;
- (d) Insubordination;
- (e) Neglect of duty;
- (f) Physical or mental incapacity;
- (g) A justifiable decrease in the number of positions due to decreased enrollment or district reorganization;
- (h) Conviction of a felony or of a crime involving moral turpitude;
- (i) Inadequate performance;
- (j) Evident unfitness for service;
- (k) Failure to comply with such reasonable requirements as a board may prescribe;
- (l) Failure to show normal improvement and evidence of professional training and growth;
- (m) Advocating overthrow of the Government of the United States or of the State of Nevada by force, violence or other unlawful means, or the advocating or teaching of communism with the intent to indoctrinate pupils to subscribe to communistic philosophy;
- (n) Any cause which constitutes grounds for the revocation of a teacher's license;
- (o) Willful neglect or failure to observe and carry out the requirements of this title;
- (p) Dishonesty;

- (q) Intentional failure to observe and carry out the requirements of a plan to ensure the security of examinations and assessments adopted pursuant to NRS 390.270 or 390.275;
- (r) An intentional violation of NRS 388.497 or 388.499;
- (s) Knowingly and willfully failing to comply with the provisions of NRS 388.1351;
- (t) Knowingly and willfully violating any provisions of Sections 2 through 17, inclusive, of AB 362 (2017)
- (u) Gross misconduct; or
- (v) An intentional failure to report a violation of NRS 388.135 if the teacher or administrator witnessed the violation.

Who May Discipline Licensed Employees

Discipline of licensed personnel should be carried out by the site administrator (either Principal or Assistant Principal) or Area Superintendent/Department Head, where applicable. Please note that Deans are **not** administrative personnel and do not have the authority to discipline licensed personnel as they are members of the same bargaining unit.

I. Discipline of Non-Licensed Personnel

Authority

Non-licensed employees are not governed by NRS 391. Rather, the authority to discipline non-licensed employees rests with District Administrative Regulation 4219.

Progressive Discipline Steps

The steps for disciplining a non-licensed employee are generally as follows (items in **bold** require consulting with the District's Labor Relations Department before implementing). Click here to access the Staff Forms page for any of the following documents (<http://www.washoeschools.net/Page/5407>):

- Level One Warning
- Level Two Reprimand

- **Suspension/Demotion**
 - **Form with Instructions**
 - **Form (Fillable)**
 - **Letter**
- **Termination**

While a Counseling Memo is not considered discipline, it is another option when the final outcome to an IDP does not rise to actual discipline.

Legal Grounds for Discipline

Per Administrative Regulation 4219, non-licensed employees may be disciplined for a variety of reasons. The general areas in which disciplinary actions may occur are identified below. This must not, however, be construed as a comprehensive, all-inclusive list.

1. Inadequate or deficient work performance.
2. Insubordination.
3. Failure to follow the policies, regulations, procedures, rules, instructions, directions of the District and terms of the respective negotiated Agreements.
4. Theft.
5. Dishonesty.
6. Discourteous or rude treatment of the public, students or other District employees.
7. Verbally abusing, threatening or striking a member of the public, a student or a District employee.
8. Misuse or destruction of District property.
9. Conduct on or off the job which adversely affect job performance or which adversely reflects on the District and its mission of education.
10. Physical or mental incapacity which results in the inability to satisfactorily perform the assigned work of the position.

11. Conviction of a crime.
12. Unauthorized or excessive absences or tardiness, or the abuse of leave privileges.
13. Possession, use, sale, distribution or being under the influence of or being impaired by illegal drugs or controlled substances, possession, use, distribution of, or being under the influence of or being impaired by alcohol during working hours; use of or being under the influence of medically prescribed drugs which negatively affects ability to perform assigned duties; or failure to pass a required medical test for the presence of illegal drugs, controlled substances or alcohol.
14. Immorality.
15. Gross Misconduct: includes any act or omission that is in wanton, willful, reckless or deliberate disregard of the interests of a school or school district or a pupil thereof.
16. Neglect of Duty.
17. An intentional violation of NRS 388.497 or 388.499; or
18. An intentional failure to report a violation of NRS 388.135, Safe and Respectful Learning Environment, if the employee witnessed the violation.

Who May Discipline Non-Licensed Employees

If discipline is warranted it should only be issued from the administrative/Department Head level. Supervisors who are also members of the same bargaining unit as the non-licensed employee (such as Site Facility Coordinators) **cannot** issue discipline to those employees.

Confidential Employees

Employees who have been deemed "confidential" pursuant to NRS 288.170(4) are divided into three separate groups. Confidential employees who are members of the District's Leadership Team are considered "at will" employees and are solely governed by their employee handbook.

Confidential administrators follow the APTA contract (if non-licensed) or the WSPA contract (if licensed) with regard to discipline, as well as their employee handbook.

Confidential ESPs and Executive Assistants follow the WESP contract with regard to discipline, as well as their employee handbook.

J. Conclusion

The District, staff and employee groups have a fundamental desire to assure that this process is fair and equitable.

When conducting investigations, investigative due process meetings with the possibility of issuing discipline, it is important to note that these be done in a fair manner.

The object of any discipline is to change behavior and provide the assistance necessary for the employee to correct behavior or improve performance deficiencies. Discipline must be progressive in nature and issued based on the egregiousness of the allegations.

Our students deserve the best possible staff and it is one of the most important functions of administrators and supervisors to ensure that we have the best staff.

K. Key Terms

Key terms and acronym definitions are provided to assist the reader in understanding the area of due process and discipline.

BAC – Blood Alcohol Content. The measurement of an individual’s level of intoxication taken either by PBT or blood sample.

CBA – Collective Bargaining Agreement.

ESP – Education Support Professional

FRISK - Fact, Rule, Impact, Suggestion, Knowledge. The process by which an administrator should conduct investigations into allegations of employee misconduct

IDP – Investigatory Due Process – this is the process by which the District conducts investigations and/or disciplinary action against employees.

LOA – Letter of Admonition. This is a serious discipline for licensed employees.

LWOP – Leave Without Pay. Only ESP employees on probation are placed on Leave Without Pay pending either an investigation or a Fit-For-Duty Evaluation.

LWP – Leave With Pay. All licensed employees and ESP employees who are post-probationary are placed on Leave With Pay status pending either an investigation or a Fit-For-Duty Evaluation.

NRS 388.135 – Statute that prohibits bullying and cyber-bullying by all staff and students in schools, on school buses or at school activities.

NRS 388.497– Statute that prohibits the use of “aversive intervention” on pupils with disabilities.

NRS 388.499 – Statute that prohibits the use of physical or mechanical restraints on pupils with disabilities.

NRS 391.750 – Statute that governs the discipline of licensed employees, including administrators.

PBT – Preliminary Breath Test. This is the standard initial test by law enforcement to determine if an individual is under the influence of alcohol.