

# New Instructional Employee Handbook



**Prince William County**

**PUBLIC SCHOOLS**

*Providing A World-Class Education*

®

**PRINCE WILLIAM COUNTY PUBLIC SCHOOLS**  
**Department of Human Resources**  
**P.O. Box 389**  
**Manassas, Virginia 20108**

**<http://pwcs.humanresources.schoolfusion.us/>**



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Prince William County Public Schools (PWCS) does not discriminate in employment or in its educational programs and activities against qualified individuals on the basis of race, color, religion, national origin, sex, pregnancy, childbirth or related medical conditions, age, marital status, veteran status, or disability. PWCS provides equal access to the Boy Scouts and other designated youth groups. The following individual(s) will handle inquiries regarding nondiscrimination policies, including Section 504 and Title IX:

***Associate Superintendent for Human Resources***  
***Prince William County Public Schools***  
***P.O. Box 389***  
***Manassas, VA 20108***

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## SCHOOL DIVISION CULTURE

# *We believe...*

- ...that it is the responsibility of the School Division to teach children
- ...in the value of the individual
- ...that every individual can learn
- ...that decision-making is best done through a collaborative process
- ...in diversity
- ...that the School Division is governed through a representative process
- ...in the commitment of the School Division to all employees
- ...that effective communication among all employees is critical to the well-being and operation of the School Division
- ...that effective communication and public relations are the responsibility of every employee
- ...that continuous improvement in all areas of the School Division is the basis for a quality operation



Prince William County

PUBLIC SCHOOLS

*Providing A World-Class Education*



## **WELCOME TO PRINCE WILLIAM COUNTY PUBLIC SCHOOLS**



*Keith Johnson*  
*Associate Superintendent*  
*Department of Human Resources*

Dear New Employee,

Welcome to Prince William County Public Schools (PWCS). The New Employee Orientation program is designed to acquaint you with Prince William County Public Schools. The mission, vision, goals, and objectives of the School Division, and the benefits that are available to you will all be explained.

The purpose of this handbook is to provide you with information needed for a successful school year. It contains answers to many commonly asked questions by new employees. General information about some of the work rules, work environment, expectations, and policies under which we operate will be presented.

Please note that not all policies and procedures are included in this document. A regulation/policy manual is located in the media center and the principal's office in every school. You may also find all regulations and policies on the PWCS Website, [pwcs.edu](http://pwcs.edu).

Please keep this handbook on hand for future reference. If you have questions or need additional information, please do not hesitate to ask your supervisor or principal, or contact the Department of Human Resources (DHR) for assistance.

We thank you for choosing to join our team in providing a *World-Class Education*. I wish you a very rewarding career in PWCS.

Keith J. Johnson  
Associate Superintendent  
Department of Human Resources



*Amy White*  
*Director*  
*Department of Human Resources*

Welcome to PWCS!

It is a pleasure to welcome you as a new employee of Prince William County Public Schools, the second largest school division in the Commonwealth of Virginia. We are delighted you have joined our PWCS family.

Our mission in the Department of Human Resources is to recruit, develop, and retain outstanding employees who are committed to fostering educational excellence. You are now part of our *World-Class* workforce and we are here to support you throughout your career.

New Employee On-boarding is just the beginning. Our goal is to give you the tools and the knowledge you will need to ensure a successful start to your career. I encourage you to read this valuable handbook and to familiarize yourself with its contents. It is purposely limited in size and scope to those regulations and benefits that are most frequently asked about by employees. This handbook is also available on the PWCS [New Employee On-boarding page](#).

We have made every effort to provide you with a comprehensive overview of the school system and its operations, and we hope you utilize this handbook as a helpful resource when questions or concerns arise.

Providing excellent customer service is a priority for the Department of Human Resources. Please do not hesitate to call, fax, or email us if there are ways we can help you be more effective or efficient; or if we can assist you with any questions about your role, contract, salary placement, or benefit package.

Again, we are pleased to have you as a member of the PWCS family. Whether you are an administrator, teacher, bus driver, professional or support employee, the skills and commitment you bring to your job make an important contribution to our goal of providing a *World-Class Education* for the children of our School Division.

Welcome!

Director  
Department of Human Resources

# PRINCE WILLIAM COUNTY PUBLIC SCHOOLS SCHOOL BOARD



## Mission Statement

Providing a *World-Class* Education

## PWCS Vision

In Prince William County Public Schools, all students will learn to their fullest potential. The education of each student will be individualized and developmentally appropriate. Student learning will be enhanced by national, global, and multicultural perspectives. Students who graduate from Prince William County Public Schools will possess the basic knowledge and skills that will assure their proficiency in problem solving and the use of technology. Graduates will have a desire to learn and the skills to be life-long learners. They will be responsible citizens. All graduates will be competent to enter the work world and prepared to pursue advanced educational opportunities.



## Prince William County Public Schools and Level Associate Superintendents

CENTRAL ELEMENTARY SCHOOLS	EASTERN ELEMENTARY SCHOOLS	WESTERN ELEMENTARY SCHOOLS
<b>R. Todd Erickson</b> Associate Superintendent	<b>Rita Everett Goss</b> Associate Superintendent	<b>Jarcelynn M. Hart</b> Associate Superintendent
Ashland Bel Air Bennett Coles Dale City Enterprise Fitzgerald Henderson Kerrydale King Marshall McAuliffe Minnieville Montclair Neabsco Pattie/Washington-Reid Penn Rosa Parks Signal Hill Woodbine	Antietam Belmont Dumfries Featherstone Kilby Lake Ridge Leesylvania Marumsc Hills Occoquan Old Bridge Potomac View River Oaks Rockledge Springwoods Swans Creek Triangle Vaughan Westridge Williams	Alvey Bristow Run Buckland Mills Cedar Pint Ellis Glenkirk Gravelly Piney Branch Loch Lomond Mountain View Mullen Nokesville Sinclair Sudley T. Clay Wood Tyler Victory West Gate Yorkshire

MIDDLE SCHOOLS	HIGH SCHOOLS
<b>William Bixby</b> Associate Superintendent	<b>Michael Mulgrew</b> Associate Superintendent
Benton Beville Bull Run Fred Lynn Gainesville Godwin Graham Park Lake Ridge Marsteller New Dominion Parkside Pennington School Porter Traditional Potomac Rippon Saunders Reagan Stonewall Woodbridge	Battlefield Brentsville District Forest Park Freedom Gar-Field Hylton Independent Hill – PACE East New Directions Osborn Park PACE West Patriot Potomac Stonewall Jackson Woodbridge

## Prince William County Public School Facts

- Prince William County Public Schools is the second largest school division in the state of Virginia.
- PWCS educates more than 84,000 students.
- There are currently fifty-seven (57) elementary schools, sixteen (15) middle schools, eleven (11) high schools, three (3) special education schools, two (2) alternative schools, two (2) traditional schools and one special site. The Governor's School Innovation Park is located in Manassas and Thomas Jefferson High School for Science and Technology is located in Alexandria.
- In 2010, 2011 and 2012, Prince William County was named one of the Nation's 100 Best Communities for Young People by America's Promise Alliance and ING.
- All schools and the School Division are accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.
- All eligible PWCS schools are accredited by the Virginia Board of Education.
- PWCS collaborated with George Mason University, Manassas City, and Manassas Park Public School Divisions to bring the Governor's School @ Innovation Park to the Prince William area to educate students in the related fields of science, technology, engineering, and mathematics (STEM). The Governor's School @ Innovation Park offers an advanced and intensive two-year program for selected high school juniors at George Mason University's Prince William Campus.

# GENERAL EMPLOYMENT INFORMATION



## ON-BOARDING OUTCOMES

By the end of the on-boarding experience, you will learn about:

- The mission, vision, and organization of our School Division.
- Our joint responsibilities toward our students and co-workers.
- Informational resources and tools are available and where to find them.
- How to participate in our Benefits programs.
- Safety and Security Guidelines.
- PWCS' expectations of you, support available to you, and opportunities for professional growth.

## **BASIC EMPLOYMENT EXPECTATIONS**

Regulation 503.02-1, Code of Conduct

All employees are expected to demonstrate a professional, cooperative, knowledgeable and courteous demeanor in all interactions with students, parents, colleagues, and members of the community.

Inappropriate communications and relationships with students is a violation of our policies, regulations, procedures and the law. This behavior will not be tolerated. Staff members are required to report immediately to their supervisor any suspected sexual misconduct or other inappropriate behavior. Encourage parents and students to report any concern to their school principal or call our Tip Line at 703.791.2821 to report any safety concerns. See PWCS Website and every school home page.

## **ACCEPTABLE USE OF PWCS COMPUTER SYSTEMS AND NETWORK SERVICES**

Regulation 295-1, Computer Systems and Network Services-PWCS Acceptable Use and Internet Safety Policy

Employees are to utilize the Division's computers, networks, and Internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations, or other system users. "Incidental personal use" is defined as use by an individual employee for occasional personal communications not occurring during instructional time, which use is not otherwise prohibited by this regulation.

## **EMPLOYEE IDENTIFICATION BADGES**

Regulation 501.06-1, Employee Identification

All full-time and part-time employees, and Retirement Opportunity Program (ROP) retirees who work in or regularly visit schools, other School Division facilities, or perform transportation duties and responsibilities in the course of business are required to wear a photo-identification badge issued by an appropriate official of the School Division. This applies to all after-hours events as well, but only when the employee is acting as a representative of the school.

## **E-MAIL USAGE**

Regulation 295-1, "User Accounts" and "Email Accounts"

This is a Prince William County Public School's computer system. It may be accessed and utilized only by authorized parties. Unauthorized access or use of this computer system may subject violators to criminal, civil, and/or administrative action. Any information or communications on a PWCS computer system may be intercepted, recorded, read, copied, and disclosed by and to authorized personnel for official purposes, including criminal investigations. Access or use of any of PWCS computer system by any person whether authorized or unauthorized, constitutes consent to these terms and to all terms included in the Prince William County Public Schools Acceptable Use Policy 295.

All PWCS employees are provided an email address as PWCS vigorously uses email to communicate with all county personnel. You will receive an email account a few days after you have submitted all your hiring documents to Human Resources. Once all the paperwork is received, you will receive further instructions on how to activate your email account.

## INFORMATIONAL RESOURCES



Department of Human Resources  
Kelly Leadership Center  
14715 Bristow Road  
Manassas, VA 20112  
703.791.8050 (Phone)  
<http://pwcs.humanresources.schoolfusion.us/>

### Prince William County Public School Intranet

- Available 24/7
- Can be used to:
  - Locate internal directories, forms, and guides
  - Find copies of The Communicator and The Division Leader
  - Locate the policies and regulations of the School Division

Directions on accessing the My Portal (Intranet from Work or Home):

- Go to [www.pwcs.edu](http://www.pwcs.edu)
- Click on the “Staff” tab located on the left side of the screen
- Click on the tab labeled “My Portal (Intranet from Work or Home)”
- Log in using your Novell User Name and Password

### Prince William County Public Schools Website

[www.pwcs.edu](http://www.pwcs.edu)

- Available 24/7

### Social Media Outlets

You can follow PWCS news on Twitter at *@PWCSNews* and Facebook at *PWCSNews*. Also, you can refer your friends to “Like” our *PWCS Careers* page on Facebook and “Follow” us *@PWCSCareers* on Twitter for more information regarding employment opportunities, relocation resources, discounts, activities, interview tips, employee recognition, etc.

HUMAN RESOURCES

Code of Conduct

- I. Communication  
Employees shall communicate in an appropriate/professional manner avoiding abusive language or profanity in written, oral, and nonverbal communication.
- II. School Division Resources  
Employees shall use school board resources including school division time, property, and technology for authorized purposes.
- III. Alcohol, Weapons, Drug Free Work Environment  
Employees shall comply with the Prince William County Public Schools requirement that an alcohol, weapons and drug free work environment be maintained.
- IV. Achievement of Division Goals
  - A. Employees shall comply with all applicable laws and School Board policies, regulations, Standard Operating Procedures, and notices.
  - B. Employees shall be committed to the achievement of the Strategic plan goals and objectives.
- V. Professional Behavior  
All Prince William County Public Schools employees shall be role models for the students in the school division. They shall demonstrate professional and ethical standards as well as personal integrity in all interactions both in the work place and the community. They shall also demonstrate a high level of professional performance consistent with their assigned duties, responsibilities, and continuous improvement. Employees shall work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.
- VI. Nondiscrimination  
Prince William County Public Schools employees shall not discriminate on the basis of race, color, religion, national origin, sex, pregnancy, childbirth or related medical conditions, age, marital status, veteran status, or disability.
- VII. Professional Appearance  
Employees shall dress in a professional manner that is neat, clean, appropriate, and safe in the work place, at school-sponsored activities, and when representing Prince William County Public Schools.
- VIII. Confidentiality  
Employees shall be respectful of all confidential information within the confines of School Board policies, regulations, state statutes, and federal laws.
- IX. Conflict of Interest  
Employees shall not profit financially or personally from any situation that conflicts with compensation provided by Prince William County Public Schools. This includes compliance with the State and Local Government Conflict of Interests Act, Va. Code §§ 2.2-3100 et seq.

The Associate Superintendent of Human Resources shall be responsible for the implementation and monitoring of this regulation.

PERSONNEL

Drug-Free and Alcohol-Free Workplace

- I. The Prince William County Public School System has a vital interest in maintaining a safe, healthful, and productive environment for its employees and the students under its supervision. The use of drugs and the abuse of alcohol undermines the quality of job performance, endangers co-workers and students, and brings discredit to the school system.
- II. For purposes of this regulation:
  - A. The term “alcohol” has the meaning given to the term “alcoholic beverages” in Virginia Code § 4.1-100.
  - B. The term “drug” has the meaning given to the terms “controlled substance” and “marijuana” as defined in Virginia Code § 54.1-3401.
  - C. The term “drug look-alikes” has the meaning given to the term “imitation controlled substance” in Virginia Code § 18.2-247B.
  - D. The term “drug paraphernalia” has the meaning given in Virginia Code § 18.2-265.1.
- III. Upon reasonable suspicion of a violation of this regulation, the Personnel Department shall require an employee to be tested for drugs and/or alcohol at a designated facility. Any employee who refuses to submit to drug and/or alcohol testing shall be subject to suspension and dismissal.
- IV. All employees must adhere to the following rules, and failure to do so shall subject employees to disciplinary action.
  - A. An employee may not use any drug, drug look-alike, drug paraphernalia, or alcohol under any circumstances that affect the employee's ability to perform his or her job or that otherwise harm the school division. The term "use" in the previous sentence includes, but is not limited to, manufacturing, distributing, dispensing, possessing, transporting, consuming, buying, selling, and being under the influence of the drug or alcohol. Many different circumstances may affect employee performance and harm the school division, including use of drugs, drug look-alikes, drug paraphernalia, or alcohol in the work place, on School Board property, while performing School Board business or as a part of any of its activities, during duty hours, or under circumstances that call into question the employee's reliability or effectiveness. Use of drugs or drug paraphernalia in accordance with a lawful prescription shall not be a violation of this regulation,



but it is the responsibility of the employee to demonstrate that he or she was using drugs or drug paraphernalia obtained lawfully and in accordance with the direction of a physician, surgeon, pharmacist, or other licensed health professional.

Any employee violating section IV A of this regulation shall be subject to appropriate personnel/disciplinary action up to and including termination. The employee may be required to participate satisfactorily in a substance abuse assistance, rehabilitation, or counseling program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.

- B. Each employee shall notify the Director of Personnel of criminal drug or controlled substance statute conviction(s) no later than FIVE DAYS after such conviction.
1. Within TEN DAYS after receiving notice from an employee or otherwise receiving actual notice of such conviction, the Director of Personnel shall advise any affected federal agency of that conviction.
  2. Within THIRTY DAYS of receiving notice of any employee who is so convicted, one of the following actions shall be taken:
    - a. The employee shall be subject to appropriate personnel/disciplinary action up to and including termination; and/or
    - b. The employee may be required to participate satisfactorily in a substance abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.
- V. Prince William County School Board employees are required by the Federal Drug-Free Workplace Act of 1988 to sign a consent form as a condition of employment. This form, which certifies receipt of a copy of this regulation and specifies requirements regarding notification of conviction, must be signed at the time of employment (see attachment).
- VI. An employee voluntarily seeking assistance for a substance abuse problem through appropriate treatment programs or a medical source WILL NOT be disciplined provided the employee volunteers for such treatment prior to being charged by any local, state or federal authorities with a violation of a drug or controlled substance statute or regulation or charged with the violation of School Board policy and/or regulation regarding the use of controlled substances.

An employee who performs safety-sensitive functions shall be removed from those functions temporarily until released to perform those functions by the treating physician, therapist, or counselor and/or when the employee can perform the duties of the position in compliance with this regulation. During this time, the employee may be temporarily transferred to a non-safety-sensitive position, if available, or may be required to take leave. If required to use leave, the employee may use any unused annual, personal, or restricted leave during the required absence. If the employee is required to use leave but has no unused annual, personal, or restricted leave, the employee must take leave without pay.

An employee subject to Regulation 504-2, Drug and Alcohol Testing, will not be exempted from that regulation even if he or she has sought assistance under this paragraph.

- VII. Each employee shall be required to participate in a continuing drug-free and alcohol-free work place education and awareness program on a periodic basis regarding:
- A. The dangers of drug and alcohol abuse in the workplace;
  - B. The School Board policy of maintaining a drug-free and alcohol-free workplace;
  - C. Any available substance abuse counseling, rehabilitation, and employee assistance and re-entry programs; and
  - D. The penalties that may be imposed upon employees for substance abuse violations.

The Supervisor of Employee Benefits is responsible for implementing and monitoring this regulation.

Legal Reference:

The Drug-Free Work Place Act, 41 U.S.C. Section 701, et seq.; the Drug-Free Schools and Communities Act, 20 U.S.C. 3171 et seq.; Drug-Free Schools and Campuses Final Regulations, 34 C.F.R. 86; and the Code of Virginia, Section 22.1-307.

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

**CONSENT FORM**

**FOR PRINCE WILLIAM COUNTY SCHOOL BOARD EMPLOYEES**

As a condition of my employment with the Prince William County School Board under its grant with (name of agency), \_\_\_\_\_, I certify the following:

1. I have received and read Regulation 504-1 on a drug-free and alcohol-free workplace as required by The Drug-Free Workplace Act, 41 U.S.C., Section 701, et. seq. and the Code of Virginia, Section 22.1-307, and I agree to abide by its terms.
2. I agree to notify the Director of Personnel, Prince William County Public School System, of any criminal drug or controlled substance statute conviction. I understand that within five working days I shall notify the Director of Personnel of criminal drug or controlled substance statute convictions. I understand that within ten working days of that notice, the Director of Personnel or designee shall advise any affected federal agency of that conviction. I understand that I may receive disciplinary sanctions up to and including dismissal for any such conviction, as well as for any other violation of the school system's regulation regarding controlled substances and alcohol abuse.

\_\_\_\_\_  
NAME OF EMPLOYEE

\_\_\_\_\_  
ASSIGNMENT/WORK LOCATION

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

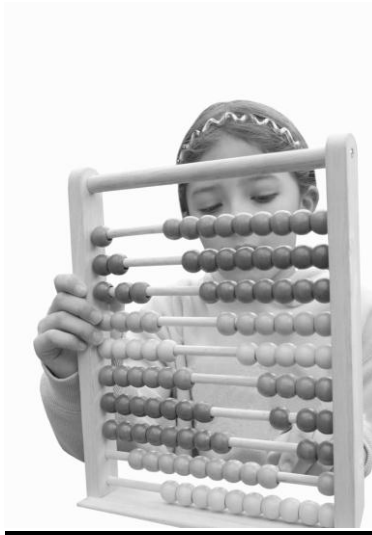
## **REGULATIONS, GUIDELINES, AND PROCEDURES GOVERNING PWCS EMPLOYMENT AND BENEFITS**

*It is each employee's responsibility to read, understand and comply with all policies and regulations of PWCS. Regulations are subject to change without notice.*

404.04-1	School Closing Due to Hazardous Conditions
501.01-1	Employee Job Descriptions
501.02-1	Role and Responsibility Statement
501.03-1	Background Investigations on Prospective Employees
501.04-1	Fingerprinting of New Employees
501.05-1	Criminal Conviction History of Candidates for Employment
501.06-1	Employee Identification
503.01-1	Procedures to Follow If a Specific Recommendation for Professional Services is Requested
503.02-1	Code of Conduct
503.03-1	Solicitation and Selling
504-1	Drug-Free and Alcohol-Free Work Place
504-2	Drug and Alcohol Testing
505.01-1	Employee's Central Office Human Resources File (Personnel File)
505.02-1	Release of Confidential Information
505.03-1	Review of Human Resources Files
505.03-2	Review of Inactive Human Resources File
506.01-1	Benefits and Working Conditions of All Employees
506.02-1	Employee Recognition
506.03-1	Employee Rights
507.01-1	Sexual Harassment Involving Employees
507-1	Complaint Procedures for Claims of Discrimination in Employment
508.01-1	Procedures for Adjusting Grievances for Certificated Employees
508.02-1	Procedures for Adjusting Grievances for Administrative and Classified Employees
511.01-1	Management and Administrative Employees, Selection Procedure
511.02-1	Certificated Personnel – Staffing Procedures
511.03-1	Certificated Employees – Assignments, Transfers, Promotions and Reassignments
511.04-1	Certificated Personnel, Selection Procedures
511.05-1	Certificated Personnel – Part-Time Teachers
511.06-1	Summer School Employment – Centralized and Site Based Program
511.07-1	Substitute Teachers
511.08-1	Adult Education Teachers
511.09-1	Criteria and Procedures for the Selection of Activities Directors, Coaches, Sponsors and Other Pay Assignments
511.09-2	Criteria for the Selection and the Use of Non-Employee Supplemental Pay Positions
511.10-1	Criteria for the Selection and the Use of Non-School Staff Volunteers to Coach Athletic Teams
511.11-1	Classified Employees, Selection Procedures
511.12-1	Transfers, Promotions and Reassignment of Classified Personnel
511.13-1	Appointments and Releases
511.14-1	Temporary Personnel
511.15-1	Teaching or Supervising Immediate Family Members
512-1	Recruitment of Employees
513.01-1	Certificated Employees – Licensing
513.01-2	Local Eligibility License
513.02-1	Classified Personnel – Certification and Licensing
514-1	Health Requirements and Medical Examinations
521.01-1	Certificated Personnel – Continuing Contracts
523-1	Position Classification for All Employee Groups

524.01-1	Management – Guidelines for Determining Grades and Salaries
524.01-2	Management
524.02-1	Certificated Personnel – Guidelines for Determining Grades and Salaries
524.03-1	Certificated Personnel – Compensation – Upgrading of Contracts
524.04-1	Classified Personnel – Guidelines for Determining Grades and Salaries
524.05-1	Marketing Education Teacher – Coordinator Adult Compensation
525-1	Certificated Personnel – Extra Duty and Responsibility Pay Program
526-1	Classified Personnel – Overtime and Compensatory Time Provisions
531-1	Insurance Protection
532-1	Workers’ Compensation and Injury Leave Benefits
541-1	Holidays
542.01-1	Annual Leave
542.02-1	Sick Leave
542.03-1	Temporary Leave
542.04-1	Civil Leave
542.05-1	Personal Leave
542.06-1	Professional Leave
542.07-1	Military Leave
543-1	Sick Leave Bank for All Employees
544-1	Leave Without Pay
544-2	Family Medical Leave
545-1	Benefits
551-1	Orientation Program
552.01-1	Classified Personnel – Probationary Period
554-1	Procedures for Reduction In Force
555.01-1	Certificated Personnel, Dismissal/Non-renewal of Contract
555.02-1	Resignation
555.03-1	Retirement – Virginia Retirement System
555.04-1	Classified Personnel, Dismissal and Appeal Process
555.05-1	Retirement Opportunity Program
561.01-1	Certificated Personnel – Responsibilities and duties
561.01-2	Children of Staff in School Division Buildings
561.02-1	Certificated Personnel – Class Size, Work Day, and Responsibilities
561.03-1	Management – Work Day, Meetings, and Responsibilities
561.04-1	Certificated Personnel – Cytomegalovirus
561.05-1	Complaints Against Employees Other Than Discrimination or Grievances
562.01-1	Certificated Personnel – Planning Time
563-1	Classified Personnel – Work Week
571-1	Evaluation
571-2	Evaluation of Itinerant Teachers
572-1	Disciplinary Action
572.02-1	Classified Personnel – Suspension
572.03-1	Unauthorized Leave
581.01-1	Certificated Personnel – In-service Education
533.01	Certificated & Classified Personnel – Tuition Reimbursement
591-1	Non-School Employment
592.01-1	Publications
593.01-1	Professional Rights and Privileges
593.02.01	Professional Association Memberships
595-1	Student Teachers and Interns

# COMPENSATION AND PAYROLL



The Department of Human Resources is responsible for the determination of all regular employees' base pay. Each department or school is responsible for the time and leave entries for the employees at their work location.

## **COMPENSATION HIGHLIGHTS – (Administrative and Certificated Employees)**

If an employee's start date is later in the school year, it is important for the employee to contact the Compensation Specialist to receive a breakdown of how we calculate the gross amount of each paycheck. The employee's per pay day gross amount is based on the number of days remaining in the school year and the per diem rate. A step and/or cost of living increase may be approved based on the budget, for all employee groups, by the School Board each fiscal year.

Certificated employees can reference Regulation 521.01-1, Continuing Contracts, for information on part-time, probationary and continuing contract status.

If a certificated employee's salary placement is step 2 or higher, the employee is required to verify his/her previous full-time experience. In the Online Orientation Process, the Compensation Area has two forms; Establishing Credit for Placement on the Salary Scale and the Verification of Service Form. The employee is required to sign and return the Establishing Credit for Placement on the Salary Scale form with his/her signed contract at orientation. The employee must complete Part I of the Verification of Service Form(s) and mail it to his/her previous employer(s).

## **COMPENSATION HIGHLIGHTS – (Classified Employees)**

All classified employees are required to keep a valid timesheet or use a time clock. A valid timesheet must be signed by the employee and his/her supervisor each pay period. It is recommended that each employee keep a copy of their timesheet for their records.

A step increase and/or cost of living may be approved based on the budget, for all employee groups, by the School Board each fiscal year. Classified employees are required to work 65 percent of their calendar year, and have received a "Meeting Standard" evaluation in order to receive a step increase.

## **EMPLOYEE SELF SERVICE (ESS)**

Employee Self Service (ESS) allows employees to access their pay statements, leave balances and annual W-2 forms at any time. Employees may also update their address, email (pwcs.edu only), and emergency contact online.

ESS may be accessed from the home page at [www.pwcs.edu](http://www.pwcs.edu) using the "Staff" selection listed in the left margin. First time users will need their name and SSN available and should follow the login directions to create their own password.

Directions and tutorials are available for all ESS activities. Employee passwords may expire after a long period of inactivity. The ESS Administrator may be contacted at [essadministrator@pwcs.edu](mailto:essadministrator@pwcs.edu) for login assistance. The ESS login page lists contacts for other ESS services if you need assistance.

## PAYROLL INFORMATION

The **Payroll Office in the Department of Financial Services** is responsible for the final payroll process that issues payment advices via direct deposit and payroll checks (if applicable) to all regular full time, part time, and temporary employees of PWCS.

**Pay Dates** - All payroll is processed and paid on a semi-monthly pay period schedule. Pay dates are the last work day (based on the approved administrative work calendar) on or before the 15<sup>th</sup> of each month and on or before the last day of each month.

**Direct Deposit** - The Prince William County School Board has determined that direct deposit of payroll is the most efficient and effective means of paying employees. Therefore, all regular employees are required to enroll in direct deposit. Payroll checks will be issued for an employee's first scheduled payroll in order to perform an electronic test to verify the employee's bank account information. Payroll checks will also be issued when employees change bank accounts or in some unusual circumstances.

**Pay Schedules** - All employees, except ten month hourly employees and temporary employees, are compensated on a semi-monthly basis in 24 equal installments. These installments are paid on a current pay period basis. Ten month hourly employees are compensated semi-monthly in 19 equal installments. These installments are paid on a previous pay period, or pay lag, basis. All leave, additional hourly pay, overtime, and non-standard supplemental pay are paid or processed on a previous pay period, or pay lag, basis.

**Pay Statements** - Direct Deposit pay statements are sent electronically to all regular employees with a Prince William County Public Schools' email address. If the Payroll Office is notified that a regular employee has resigned, retired, or otherwise left his or her position, pay statements are mailed to the employees' address of record with the Department of Human Resources (DHR). All pay checks are mailed to employees at their home address. The statements show all pay, deductions, and fringe benefits for the current period and year-to-date. To ensure accurate and timely pay, each employee should promptly report any changes in name, address or marital status to DHR.

The Payroll Office employs Payroll Specialists who process and verify payroll, input specifications from employee W-4, VA-4, and Direct Deposit forms, input one-time and most regular payroll deductions, set up many employee fringe benefits, and determine correct payments to be made to Payroll vendors. The office is also responsible for annually issuing W-2 Forms. Requests for specific payroll records from outside sources are also processed in Payroll. Any information can be found on the Payroll Web page:

<http://financialservices.departments.pwcs.edu/modules/cms/pages.phtml?pageid=152200&sessionid=8d4b67612e20bd155a2ea02d06bfb72d>.



## **SICK LEAVE**

### Regulation 542.02-1, Sick Leave

All employees are eligible to use sick leave for themselves, for family members, or for a permanent resident of the employee's household. Sick leave may also be used as bereavement leave for a family member or for a permanent resident of the employee's household. Sick leave must be taken for the purpose for which it was granted per the provisions of this regulation. It cannot be interchanged or substituted for another type of leave.

Employees absent from work requiring the use of sick leave per the provisions of this regulation must notify their manager at the beginning of each work day or as soon as possible thereafter and advise of their expected return-to-work date. The employee may be required to submit to their manager a physician's certification for sick leave or anticipated sick leave that may be used in excess of three (3) days. The physician's certification must identify the nature of the illness or disability, the date the illness or disability began, and the projected return-to-work date. In accordance with the Code of Virginia, Section 22.1-301, the manager or Director of the Office of Benefits and Retirement Services has a right to require a physician's certification when the manager or Director of the Office of Benefits and Retirement Services has good reason.

Review additional information about Sick Leave and Sick Leave Bank and other types of leave in the "Your Employee Benefits" handbook.

## **SUBSTITUTE CALLING SYSTEM**

### **SmartFindExpress (SFE)**

PWCS utilizes eSchool Solutions' SmartFindExpress (SFE) automated substitute calling and absence tracking system. All teachers, counselors, librarians and teacher assistants are to utilize this system by phone (703.794.2489) or by web (<https://pwcs.eschoolsolutions.com>) to record their absences.

- If you are employed in one of these groups, please be sure to register and review the SFE Employee User Guide. Information on the SFE Sub Call System is available from any PWCS computer via the PWCS Intranet, <http://portal3.pwcs.edu>. From the intranet, select the "Human Resources" menu from the top tool bar, then "Substitute Calling System" from the side tool bar to access information pertaining to SFE.
- If you are not employed in one of these employee groups, please check with your administrator to see if your school/department is using SFE to submit absence requests. Schools/Departments are permitted to use the SFE system for all employee groups.



# LICENSURE REQUIREMENTS FOR CERTIFICATED STAFF

## Licensure Requirements for Certificated Staff

### Code of Virginia §22.1-299

No teacher shall be employed by a School Board or paid from public funds unless such teacher holds a valid license or provisional license by the Board of Education.

The mission of the PWCS Office of Certification is to provide information, support and assistance to professional educators on all licensure processes as set forth by the Virginia Department of Education (VDOE). Certification forms, information and instructions for all licensure processes can be found on the Certification Web page ([pwcs.certification.schoolfusion.us/](http://pwcs.certification.schoolfusion.us/)).

License holders are responsible for satisfying all licensure requirements as set forth by VDOE. Official documentation for all licensure matters must be provided to the PWCS Office of Certification.

Newly hired PWCS professional educators are required to apply for a Virginia Teaching License or provide a copy of a Virginia Teaching License within 30 days of the New Employee Orientation date. Licensure packets must be complete and sent directly to the PWCS Office of Certification for processing.

All provisional (three-year) license holders must provide official documentation to the Office of Certification indicating completion of all licensure requirements by February 15 of the year the license expires. In addition, all assessment deficiencies noted on a provisional license should be met within the first year of teaching with PWCS. It is recommended that all provisional license holders pursue an approved licensure program to meet licensure requirements.

Renewable Five Year License Holders must meet all renewal requirements as set forth by the Virginia Department of Education (VDOE). License holders must earn 180 points between the effective date of the license and April 1 of the year in which the license expires. In addition, license holders who do not hold a Postgraduate Professional License (reflecting an earned Master's degree) are required to earn a minimum of 90 points with college credit (30 points per college credit) in one content area of the license. There are eight options available to earn renewal points: college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activities.

Child Abuse Recognition Training, Emergency First Aid, CPR and AED Training and Technology Standards for Instructional Personnel will be required for all license renewals.

**Important Notice:** *All license holders will be subject to nonrenewal of their contract or termination due to noncompliance of licensure requirements as set forth by the VDOE and/or PWCS per Regulation 555.01-1, "Certificated Personnel, Dismissal/Nonrenewal of Contract."*

### **LICENSE HOLDER RESPONSIBILITY**

#### **Meet Licensure Deadlines**

**New Hires** – Submit complete licensure packet within 30 days to PWCS Licensure Specialist. (Refer back to the new hire online orientation "Licensure Section" @ <https://orientation.pwcs.edu> for specific instructions and forms if necessary.)

**3 Year License Holders (Provisional)** – Complete all assessments w/in your first year of teaching; show progress towards full licensure each school year; complete all deficiencies by February 15<sup>th</sup> of the year the license expires per PWCS regulations.

**5 Year License Holders** – Earn 180 points no later than April 1<sup>st</sup> of the year license expires; License holders without a master's degree must earn at least 90 points (3 credits) with undergraduate or graduate content knowledge based course work in one area of endorsement reflected on the license; License holders must track and maintain all renewal points and documentation for advisor/principal review and signature.

**Make yourself aware** of all licensure requirements, processes and forms using PWCS Certification website: <http://pwcs.certification.schoolfusion.us/>.

**Note:** All licensure requests must be sent as a complete packet to the Office of Certification.

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## YOUR BEST RESOURCE FOR LICENSURE FORMS AND INSTRUCTIONS

<http://pwcs.certification.schoolfusion.us/>

### CERTIFICATION ITEMS OF INTEREST

Choose the Licensure button(s) below or use the left side navigation to learn more about licensure processes, required forms and salary upgrades. It is the responsibility of the license holder to maintain a record of a valid license issued by the Virginia Board of Education.

Become familiar with the license holder responsibility and the administrator's role in the License Renewal process or access the Virginia License Renewal Manual for guidance:

[License Renewal](#)

[Administrators Role](#)

[Renewal Manual](#)

Obtain the instructions and forms for adding endorsements or degrees to your license:

[Adding Endorsement](#)

[Adding Degree](#)

Check the "alpha roster" for your name to check on licensure requests processed by the PWCS Office of Certification and sent to the VDOE on your behalf or check your current VDOE license status:

[Alpha Roster](#)

[VDOE Query](#)

Learn more about Virginia assessments. If you hold a Collegiate or Post Graduate Professional license, you may add some endorsements to your license by taking and passing the required Praxis II assessment with no additional course work:

[Assessments](#)

[Adding Endorsement](#)

Obtain forms and instructions to apply for a Salary Upgrade to BA+15, MA, MA+30 or Doctorate. Locate approved Virginia licensure programs that lead to a salary upgrade and additional endorsements:

[Salary Upgrade](#)

[Virginia Programs](#)

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**SCED/Assignment to Endorsement Mapping** - Determine which endorsement is required for teaching

a specific course assignment or determine which courses you can teach with a specific endorsement. This file has been merged with filters for each column. To find a specific endorsement or assignment, clear the "Select All" box on the column filter and then scroll down to select the specific code or name you are seeking. Select "OK" and the results will be based on the filters you selected. Remember to "Clear" the filters for each new search.

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## **Emergency First Aid, CPR and AED Training**

# EQUITY AND COMPLIANCE



## **EQUITY AND COMPLIANCE**

The Office of Equity and Compliance (OEC) is charged with the responsibility for monitoring, coordinating, and recommending action aimed toward the School Board's policy of equal opportunity in education and employment.

- Coordinate and apply the School Board's commitment to equal opportunity and nondiscrimination in Division programs and activities.
- Monitor Division compliance with appropriate federal and state laws, civil rights statutes, and School Board policies and regulations.
- Coordinate all grievance, discrimination and harassment claims.
- Coordinate investigations of all internal discrimination complaints filed by students, employees, applicants for employment, and other persons who assert such claims against the School Division. Provide for the timely and equitable resolution of such complaints.
- Coordinate and record compliance with all Freedom of Information Act requests, (FOIA), subpoenas, and other legal correspondence. Act as Division liaison with legal counsel.
- Coordinate the amendment and revision of all relevant policies, regulations, and practices associated with issues of discrimination, harassment, grievances, investigations, and conflict resolution procedures.
- Coordinate and present training programs to employees of PWCS to promote compliance with School Division policies, regulations, and state and federal laws prohibiting discrimination; and encourage equitable treatment in School Division practices.

Any employee who engages in discriminatory conduct shall be investigated once it is made known to the Office of Equity and Compliance personnel. Employees and applicants have a responsibility to refrain from engaging in any behavior that violates this policy while at work and during work-related functions. Employees who experience or observe any job-related harassment or believe they have been treated in a discriminatory manner are expected to report the incident(s) to management in order to correct and prevent harassment.

### **Nondiscrimination and Commitment to Equity**

Prince William County Schools (PWCS) does not discriminate in employment or in its educational programs and activities against qualified individuals on the basis of race, color, religion, national origin, sex, pregnancy, childbirth or related medical conditions, age, marital status, veteran status, or disability. PWCS provides equal access to the Boy Scouts and other designated youth groups. The following individual (s) will handle inquiries regarding nondiscrimination policies, including Section 504 and Title IX.

*Associate Superintendent for Human Resources*  
Prince William County Public Schools  
P.O. Box 389  
Manassas, VA 20108

Discrimination or Harassment Claims and Employee Grievances  
*Office of Equity & Compliance*  
703.791.8071

Family Educational Rights and Privacy Act (FERPA)  
*Records, Management Specialist*  
703.791.7395

Title IX

*Supervisor of Health, Physical Education, Driver Education, JROTC, and Athletics*  
703.791.7353

Section 504 (Students)

*Compliance Officer*  
703.791.8065

## **PWCS Regulations Governing Equity and Compliance**

**Visit the PWCS Website ([pwcs.edu](http://pwcs.edu))** to view the following policies and regulations:

- 506.03-1 Employee Rights
- 507.01-1 Sexual Harassment Involving Employees
- 507-1 Complaint Procedures for Claims of Discrimination in Employment
- 508.01-1 Procedures for Adjusting Grievances for Certificated Employees
- 508.02-1 Procedures For Adjusting Grievances For Administrative and Classified Employees
- 735-1 Prohibited Substances
- 735-2 Smoking/Possession and/or Use of All Tobacco Products
- 737-1 Searches and Seizures
- 738-1 Complaint Procedures for Students Claims of Discrimination of Harassment
- 738-3 Sexual Harassment of Students
- 741-1 Corporal Punishment



# **RISK MANAGEMENT AND SECURITY SERVICES**

## **THE OFFICE OF RISK MANAGEMENT AND SECURITY SERVICES**

The Office of Risk Management and Security Services is dedicated to protecting the financial assets of the School Board and ensuring that a safe school environment and working conditions are provided for students and staff of Prince William County Public Schools.

### **Risk Management and Security Services**

- Crisis Management
- Facilities Use
- Fire Safety
- Gang Awareness
- Hazardous Materials
- ID Badges
- Insurance Placement
- Investigations
- Playground Safety
- Safety Inspections
- Security Patrol
- Security Resident Program
- Student Accident Insurance
- Workers' Compensation

### **Crisis Management**

PWCS has developed its Crisis Management Plan from best practices in crises response and in collaboration with its public safety partners. All employees should be familiar with basic crisis terminology and actions. Please take time to review the School Division Crisis Management Plan template on the PWCS intranet under the Office of Risk Management and Security Services. This office or your supervisor can answer any questions you may have.

### **Mandatory Reporter**

As a PWCS employee, you are deemed to be a mandatory reporter under the Code of Virginia. You are required by law to report any knowledge of or witnessing of suspected child abuse/neglect to PWC Child Protective Services within 24 hours. You should immediately advise your supervisor should you witness, have knowledge of, or suspect child abuse/neglect.

### **Universal Hygiene and Blood Borne Pathogens**

Blood borne pathogens are disease-causing organisms that are found in the blood of infected people. While these organisms are usually passed on through sexual contact or injected drug use, the risk of infection is always possible when blood is present. Exposure can also include your eyes, mouth, nose, or other mucous membranes. If you have been exposed to blood, follow the universal hygiene procedures to protect yourself from infection and seek medical advice from your provider.

## **Chemical Safety and Chemical Products**

PWCS is required to provide to its employees access to material safety data sheets (MSDS) for chemicals that are used in the workplace. Schools and departments have posters advising of the toll free number that can be called to receive an MSDS by phone, fax or email.

### **Recommended Online Resources**

The Office of Risk Management and Security Services put together the following list of recommended sites to visit to enhance your knowledge of school related safety and security practices.

Plan for Emergencies at Home

<http://www.vaemergency.gov/readyvirginia/makeaplan>

General Emergency Readiness

[www.ready.gov](http://www.ready.gov)

National Program for Playground Safety

[www.uni.edu/playground](http://www.uni.edu/playground)

National Safe Schools Council

[www.schoolsafety.us](http://www.schoolsafety.us)

National Safety Council

[www.nsc.org](http://www.nsc.org)

National Weather Service

[www.nws.noaa.gov](http://www.nws.noaa.gov)

SafeKids.com

[www.safekids.com](http://www.safekids.com)

# **PROFESSIONAL LEARNING OPPORTUNITES**

## PROFESSIONAL LEARNING

The purpose of professional learning is stated under Goal 4 in the PWCS Strategic Plan: “Qualified Work Force: Faculty, Staff, and leaders are qualified, high performing, diverse, and motivated.”



Effective professional learning emphasizes the knowledge, skills, and attitudes required of professional educators, educational leaders, and other school employees so all students can learn and achieve at high levels.

Professional development, defined as planned opportunities for learning which are intended to improve the knowledge, skills, and performance of all employees, should represent a coordinated effort at both the Division and the school levels. It should support Division initiatives, building-level initiatives, and individual needs.

### **Classified Employees**

All classified personnel will meet with their evaluators on an annual basis to establish professional development goals and to document professional development activities completed during a performance cycle.

At the Division level, the Associate Superintendent for Human Resources and the Associate Superintendent for Student Learning and

Accountability are responsible for monitoring and implementing the regulation governing professional development for classified employees.

At the school level, the appropriate level associate superintendent is responsible for monitoring and implementing the regulations guiding professional development requirements.

### **Certificated Employees**

All certificated Professional Educators will collaborate with their supervising Educational Leader to develop a Professional Growth Plan (PGP). This plan will include SMART goals aligned with the school or department plan and will be reviewed throughout the school year.

PWCS offers many additional opportunities for learning and professional growth. These opportunities include a wide variety of learning formats and topics. Visit the Office of Professional Learning Website at <http://profdev.departments.pwcs.edu> and the Professional Learning Catalog for more information. The weekly Division newsletter, the *Communicator*, also publicizes many opportunities.

## **PWCS Connect Induction Program**

PWCS is committed to providing every student with what he/she needs to be successful in school and in life. Professional learning is provided to support the continuous educator learning necessary to achieve that result. The professional learning experiences provide opportunities for professional educators and educational leaders to build capacity of themselves, their teams, and their schools. Professional learning opportunities are accessed through our on-line Professional Learning Catalog.

Professional Learning Opportunities include:

- PWCS Connect Induction System
  - PWCS Connect Orientation
  - PWCS Mentor Program for Beginning Educators
  - Ongoing Professional Learning for educators new to the Division
- Educational Leader Induction Program
- Building Leadership Capacity Seminars
- Principal, Assistant Principal, and Administrative Intern Academy
- Partnerships with local universities to enroll teachers into Educational Leadership Cohorts
- School-Based Professional Learning
- Courses through University Partnerships
- Continuous Professional Learning Opportunities

## **Mentoring and Continued Professional Growth**

Additional opportunities for professional learning and growth will occur throughout the year. Zero-experienced educators will be assigned a school-based mentor to provide informational and instructional support. Additionally, each school has a lead mentor and many have an Educator Support Team who functions to coordinate mentoring support. These educators also lead monthly training and support sessions. These sessions are required learning experiences for zero-experienced educators, but open to any educator, particularly those new to the School Division or in their first three years. Schools may elect to require these sessions for second- and third-year educators.

Additionally, new educators are invited to join the Beginning Educator Staff Community on the Office of Professional Learning Website.

## **Recertification Points for Professional Educators**

The Commonwealth of Virginia requires that all certificated personnel holding a renewable teaching license shall accrue 180 professional development points for recertification within a five-year validity period based on an individualized professional development plan. Certificated personnel are responsible for maintaining this documentation as required by the license renewal process. Recertification points are awarded for all offerings, or combination of offerings, that are at least five hours in length.

The criteria for issuing recertification points are determined by the Virginia Department of Education guidelines. These guidelines must be followed to ensure that our educators are properly certified. To ensure consistency, the link below contains the Virginia licensure renewal manual for options 1-8: [www.doe.virginia.gov/VDOE/Compliance/TeacherED/remanual.pdf](http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/remanual.pdf). Evaluators are responsible for approving professional educators' professional development plans before they begin classes.

## **PROFESSIONAL LEARNING CATALOG**

The Professional Learning Online Catalog is a Divisionwide software application that enables the management of learning content resources to all PWCS employees. Accessible to PWCS employees from any internet connection, the Professional Learning Online catalog supports comprehensive professional learning by providing employees a central repository for courses, conferences, and workshops. Employees are able to manage registrations.

There are Division level and job-specific professional development requirements. For example, K-2 teachers are required to attend training sessions for Math Investigations. To find requirements for your level and/or job, select “Professional Educator Requirements” and then choose the appropriate level. Each level will list the course title and course number for each requirement. Access the online catalog to register for each required course. Registrations will be processed on a first-come, first-served basis.

Recertification points are awarded for all offerings in the online catalog that are at least five hours in length. Some professional development opportunities are shorter than five hours. When these offerings are combined with other offerings in the same sequence to equal or exceed five hours, then state recertification points may be awarded. These groupings will be stated in the course description. The Record of Points for License Renewal is used to record and verify completion of the 180 points for recertification. The evaluator must approve and certify that professional development activities comply with state and Division recertification regulations. Teachers are responsible for maintaining their documentation for recertification.

Each school has a representative who has been trained in how to access and use the online catalog. The school representative is the first person to contact when problems arise. The representative for each school is listed. Direct questions or concerns regarding an individual course or session to the contact person listed or the department offering the course. For other questions regarding the system email the System Administrator (stdevcat@pwcs.edu).

### **Dropping a Course or Workshop**

For any general offerings listed in the online Professional Learning Catalog, the registrant agrees that if he/she is not able to attend, the registrant must use the online catalog to drop no later than two days prior to the first occurrence. This is a professional responsibility. This allows wait-listed registrants to participate. Registrants will be listed “inactive” and will not be able to register for any courses after the third No Show. School administrators will be notified by email. To be reinstated, a registrant must have a letter written by his/her supervisor and submitted to the Office of Professional Learning, stating that the registrant has been counseled as to the meaning of professional responsibility for courses and/or workshops.

For college courses, conferences, and/or institutes paid for by a PWCS department, the registrant agrees that if he/she is not able to attend, the registrant must use the online catalog to drop the course, conference, and/or institute, no later than seven days prior to the first occurrence. Registrants who fail a college course or who fail to drop during the allotted time will no longer be allowed to register for any courses, conferences and/or institutes paid for by the Office of Student Learning and Accountability. To be reinstated, a registrant must have a letter written by his/her supervisor and submitted to the Office of Professional Learning, stating that the registrant has been counseled as to the meaning of professional responsibility for courses and/or workshops.

## **Cancellations**

PWCS sessions/workshops with fewer than 10 participants may be canceled.  
College courses and or institutes with fewer than 15 registrants will be canceled.

## **Evaluations**

In order to receive credit for attending a course, workshop, etc., participants must complete an online evaluation.

**Note:** Certificates will not be available for printing until an evaluation is completed. Data collected from the evaluations will be used to improve and to plan for future professional learning opportunities.

## **Inclement Weather**

- All professional development activities are canceled if Prince William County Public Schools are closed for the entire day.
- If schools close early, activities are canceled and may be rescheduled.
- If there is a delayed opening, full-day professional development activities scheduled to occur during the day will take place but will follow the delayed schedule.
- AM and PM half-day professional development activities only will be canceled if there is a delayed opening.
- If school is open, after school activities will be held but are subject to any last minute cancellations announced by the Division.
- Information on the cancellation of Saturday activities may be obtained by consulting the PWCS Web page and PWCS-TV.
- Professional development for administrators/supervisors under a Code Green will occur as scheduled.



# **EVALUATION OF PERSONNEL AND THE PROFESSIONAL PERFORMANCE PROCESS**

## **PROFESSIONAL PERFORMANCE PROCESS (PPP)**

The Professional Performance Process is a standards-based supervision and evaluation process that promotes continuous improvement and achievement of high standards for all employees. The purpose of the Professional Performance Process is to ensure that all staff know and use best practices in teaching, learning, and leading in 21<sup>st</sup> century standards-based environments, and to organize all schools and departments around PWCS' commitment to achievement of high standards by all students.

### **Evaluation**

The evaluation aspect of the Professional Performance Process has the following objectives:

- To document performance based on evidence;
- To provide recommendations and commendations;
- To establish objectives for continued development and/or improvement; and
- To make contract/change of status recommendations.

### **Mid-Year and Summative Evaluation Reports for Instructional and Administrative Employees**

The Mid-Year Report and the Summative Evaluation Report require a rating for each standard category based upon performance in that category, in alignment with the Overall Evaluation Rubric. Each category will be rated with one of the following ratings: Not Meeting *Standard*, Approaching *Standard*, Meeting *Standard* or Exceeding *Standard*. In addition to receiving a rating for each of the seven performance standards, the professional educator and administrative employee will receive an overall evaluation rating at the conclusion of the evaluation cycle on the Summative Evaluation Report

The evaluation timeline and calendar establishes minimum expectations for professional interactions and documentation for the Professional Performance Process. Multiple sources of evidence will be considered for all evaluations.

### **Classified Employees**

Classified employees are required to be evaluated for performance during their initial twelve (12) month probationary period, within six (6) months of moving to a new position, and annually thereafter. Annual evaluations are provided in the spring and due to the Department of Human Resources by May 15. Employees or managers may request a formal/ informal evaluation at any time during the performance cycle.

**PWCS Professional Performance Process  
Central Office Administrator Performance Standards**

Draft 2012

**I. VISION AND GOALS**

*The central office administrator promotes the success of the School Division and every employee by facilitating the development, articulation, implementation, and stewardship of a vision of learning and continuous improvement that is shared and supported by all stakeholders.*

**Key Element 1:** Develops, articulates, implements, and monitors a shared vision and mission aligned with the Division.

**Key Element 2:** Collects and uses multiple sources of data to identify goals, assess organizational effectiveness, and promote organizational learning.

**Key Element 3:** Implements, facilitates and sustains a continuous process to monitor, evaluate, and revise programs and practices aligned with the Strategic Plan and based upon data.

**II. LEADERSHIP**

*The central office administrator promotes the success of the School Division and every employee by advocating, nurturing, and sustaining a work culture conducive to employee learning and professional growth.*

**Key Element 1:** Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.

**Key Element 2:** Directs and supervises the alignment, coordination, and delivery of processes and programs to promote organizational effectiveness and oversees an accountability system to monitor employee success.

**Key Element 3:** Recruits, selects, inducts, supervises, supports, evaluates, and retains quality personnel.

**Key Element 4:** Develops leadership capacity of staff through high-quality, sustained professional learning.

**Key Element 5:** Promotes the use of effective and appropriate technologies to enhance learning and leading.

**III. SAFE, EFFECTIVE WORK ENVIRONMENT**

*The central office administrator promotes the success of the School Division and every employee by ensuring management of the organization, operation, and resources for a safe, efficient, and effective work environment.*

**Key Element 1:** Maintains effective discipline and fosters a safe, caring environment.

**Key Element 2:** Coordinates, monitors, and evaluates daily operations to ensure efficiency and maintain focus on organizational effectiveness.

**Key Element 3:** Allocates, aligns, and utilizes human, fiscal, and technological resources.

**Key Element 4:** Builds the shared capacity of stakeholders to achieve site and Division goals.

**Key Element 5:** Identifies, analyzes, and resolves problems using effective problem-solving techniques.

**IV. COMMUNICATION AND COLLABORATION**

*The central office administrator promotes the success of the School Division and every employee by collaborating with stakeholders and responding to diverse community interests and need.*

**Key Element 1:** Communicates effectively and sustains positive relationships with internal and external customers.

**Key Element 2:** Utilizes a continuous improvement model with stakeholders to strengthen programs and support school and Division goals.

**Key Element 3:** Communicates and works with all stakeholders to support the success of a diverse student population.

**V. PROFESSIONALISM**

*The central office administrator promotes the success of the School Division and every employee by acting with integrity, fairness, and in an ethical manner.*

**Key Element 1:** Models principles of self-awareness, reflective practice, and ethical behavior.

**Key Element 2:** Demonstrates inclusive practices that promote integrity, fairness, and ethical behavior.

**Key Element 3:** Works in a collegial and collaborative manner with stakeholders.

**Key Element 4:** Participates in meaningful professional learning that promotes a culture of continuous improvement.

**Key Element 5:** Provides service to the Division, the profession, and the community.

**VI. SOCIAL, POLITICAL, LEGAL, CULTURAL CONTEXT**

*The central office administrator promotes the success of the School Division and every employee by understanding, responding to, and fostering an awareness of the political, social, economic, legal, and cultural context.*

**Key Element 1:** Demonstrates respect and appreciation for the cultural diversity of the workplace and school community.

**Key Element 2:** Advocates for students and education by maintaining an awareness of local, Division, state, and national decisions affecting student success.

**Key Element 3:** Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.

The Superintendent, by direction of the School Board, has been tasked with updating the current Prince William County Public Schools evaluation instrument to a standards-based evaluation. The Virginia Department of Education has revised the professional performance standards for professional educators and education leaders. Prince William County Public Schools will incorporate the revised standards as outlined by the Virginia Department of Education.

# Educational Leader Professional Performance Standards

## PWCS Professional Performance Process

### I. VISION AND GOALS

*The educational leader promotes the success of every student/employee by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

**Key Element 1:** Develops, articulates, implements, and monitors a shared vision and mission aligned with the Division.

**Key Element 2:** Collects and uses multiple sources of data to identify goals, assess organizational effectiveness, and promote organizational learning.

**Key Element 3:** Implements, facilitates and sustains a continuous process to monitor, evaluate, and revise programs and practices aligned with the Strategic Plan and based upon data.

### II. LEADERSHIP

*The educational leader promotes the success of every student/employee by advocating, nurturing, and sustaining a school/work culture and instructional program conducive to student/employee learning and professional growth.*

**Key Element 1:** Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.

**Key Element 2:** Directs and supervises the alignment, coordination, and delivery of curriculum and instructional programs to promote student learning/organizational effectiveness and oversees an accountability system to monitor student/employee success.

**Key Element 3:** Recruits, selects, inducts, supervises, supports, evaluates, and retains quality instructional and support personnel.

**Key Element 4:** Develops instructional and leadership capacity of staff through high-quality, sustained professional learning.

**Key Element 5:** Promotes the use of effective and appropriate technologies to enhance teaching, learning, and leading.

### III. SAFE, EFFECTIVE LEARNING/WORK ENVIRONMENT

*The educational leader promotes the success of every student/employee by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning/work environment.*

**Key Element 1:** Maintains effective discipline and fosters a safe, caring environment that is focused on teaching and learning.

**Key Element 2:** Coordinates, monitors, and evaluates daily operations to ensure efficiency and maintain focus on successful student learning/organizational effectiveness.

**Key Element 3:** Allocates, aligns, and utilizes human, fiscal, and technological resources.

**Key Element 4:** Builds the shared capacity of stakeholders to achieve school and Division goals.

**Key Element 5:** Identifies, analyzes, and resolves problems using effective problem-solving techniques.

### IV. COMMUNICATION AND COLLABORATION

*The educational leader promotes the success of every student/employee by collaborating with faculty/staff and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**Key Element 1:** Communicates effectively and sustains positive relationships with stakeholders.

**Key Element 2:** Utilizes a continuous improvement model with stakeholders to strengthen programs and support school and Division goals.

**Key Element 3:** Communicates and works with parents and community to secure cultural, social, and intellectual resources to support the success of a diverse student population.

### V. PROFESSIONALISM

*The educational leader promotes the success of every student/employee by acting with integrity, fairness, and in an ethical manner.*

**Key Element 1:** Models principles of self-awareness, reflective practice, and ethical behavior.

**Key Element 2:** Demonstrates inclusive practices that promote integrity, fairness, and ethical behavior.

**Key Element 3:** Works in a collegial and collaborative manner with stakeholders.

**Key Element 4:** Participates in meaningful professional learning that promotes a culture of continuous improvement.

**Key Element 5:** Provides service to the Division, the profession, and the community.

### VI. SOCIAL, POLITICAL, LEGAL, CULTURAL CONTEXT

*The educational leader promotes the success of every student/employee by understanding, responding to, and acting to influence the political, social, economic, legal, and cultural context.*

**Key Element 1:** Demonstrates respect and appreciation for the cultural diversity of the school community.

**Key Element 2:** Advocates for students and education by acting to influence local, Division, state, and national decisions affecting student learning.

**Key Element 3:** Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.

The Superintendent, by direction of the School Board, has been tasked with updating the current Prince William County Public Schools evaluation instrument to a standards-based evaluation. The Virginia Department of Education has revised the professional performance standards for professional educators and education leaders. Prince William County Public Schools will incorporate the revised standards as outlined by the Virginia Department of Education.



# PWCS Professional Educator Performance Standards

Revised March 2012

## I. PROFESSIONAL KNOWLEDGE

*The professional educator demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

**Key Element 1:** Uses formal and informal information regarding students' prior knowledge, background, interests, abilities, and experiences to guide instruction.

**Key Element 2:** Acknowledges the language, values, and cultural traditions of students' families and communities.

**Key Element 3:** Helps students reflect the attitudes and behaviors of good citizenship at school and in the community.

**Key Element 4:** Uses the concepts, essential understandings, questions, and knowledge as stated in the curricular documents to drive instruction and assessment.

**Key Element 5:** Stays abreast of and uses current research, diverse perspectives, and new strategies within the discipline(s) taught.

**Key Element 6:** Provides learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior and future learning.

## II. INSTRUCTIONAL PLANNING

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

**Key Element 1:** Designs meaningful and rigorous instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Key Element 2:** Plans instruction to achieve objectives that reflect the Virginia Standards of Learning and Division curriculum guidelines.

**Key Element 3:** Develops appropriate long- and short-range instructional plans and uses data to adapt plans to meet the needs of all students.

**Key Element 4:** Collaborates with colleagues to plan instruction for student learning.

## III. INSTRUCTIONAL DELIVERY

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

**Key Element 1:** Differentiates instruction to accommodate the learning needs of all students.

**Key Element 2:** Uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

**Key Element 3:** Selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

**Key Element 4:** Uses appropriate verbal and nonverbal communication techniques and technology to foster positive interactions in the classroom.

## IV. ASSESSMENT OF AND FOR STUDENT LEARNING

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

**Key Element 1:** Communicates specific performance expectations and uses a variety of assessment strategies to plan, monitor and adjust instruction, analyze data, and document student progress.

**Key Element 2:** Supports learning through ongoing, growth-producing feedback to students on their progress.

**Key Element 3:** Builds and maintains positive, professional relationships with parents/guardians through effective communication concerning students' progress.

**Key Element 4:** Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

**Key Element 5:** Uses assessment tools for both formative and summative purposes, and uses grading practices that report level of mastery in relationship to content goals and objectives.

## V. LEARNING ENVIRONMENT

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

**Key Element 1:** Implements policies and procedures that create a safe and positive environment for students.

**Key Element 2:** Manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

**Key Element 3:** Develops and maintains rapport with students by accommodating students' differences in development and learning styles.

**Key Element 4:** Creates a supportive environment for all students that encourages social interaction and active engagement in learning.

## VI. PROFESSIONALISM

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

**Key Element 1:** Models professional, moral, and ethical standards as well as personal integrity in all interactions.

**Key Element 2:** Seeks to improve his/her practice through reflection and self-evaluation.

**Key Element 3:** Responds professionally to administrative direction and uses Division resources to ensure quality performance and professionalism.

**Key Element 4:** Provides service to the profession, the Division, and the community.

**Key Element 5:** Establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

**Key Element 6:** Serves as a contributing member of the school's professional learning community through collaboration with colleagues.

**Key Element 7:** Adheres to Division and school guidelines, policies, and regulations.

## VII. STUDENT ACADEMIC PROGRESS

*The work of the professional educator results in acceptable, measurable, and appropriate student academic progress.*

**Key Element 1:** Sets appropriate and measurable achievement goals for student academic progress based on baseline data.

**Key Element 2:** Documents the progress of students throughout the year.

**Key Element 3:** Provides evidence that achievement goals have been met by using the state-provided growth measure when applicable, as well as multiple measures of student growth.

**Key Element 4:** Uses available performance outcome data to continually monitor and document student academic progress and develop interim learning targets.

The PWCS Professional Educator Performance Standards have been revised to align with the revised Uniform Performance Standards and Evaluation Criteria for Teachers as outlined by the Virginia Department of Education.

# Teaching Assistant Performance Standards

## PWCS Professional Performance Process

### I. KNOWLEDGE OF STUDENTS

*The teaching assistant demonstrates knowledge of student development, an understanding and appreciation of diversity, and provides learning opportunities that support student success.*

**Key Element 1:** Uses information regarding students' background, skills, experiences and interests to support instruction

**Key Element 2:** Adjusts instructional methods and strategies as necessary to meet students' needs during instruction

**Key Element 3:** Reinforces students' attitude and behaviors which reflect good citizenship at school and the community

### II. KNOWLEDGE OF CONTENT

*The teaching assistant demonstrates knowledge of subject areas and curriculum.*

**Key Element 1:** Demonstrates an understanding of the instructional program, practices and methods

**Key Element 2:** Reteaches and reinforces concepts, essential understandings, essential questions and essential knowledge and follows through with instructional directives

### III. INSTRUCTIONAL DELIVERY AND SUPPORT OF LEARNING

*The teaching assistant displays an understanding of the knowledge and skills required to support instruction.*

**Key Element 1:** Prepares for lessons that include learning activities and resources/materials that support instructional objectives and accommodate different learning styles

**Key Element 2:** Uses questioning, discussion techniques, and varied grouping practices to engage students and enhance instruction

**Key Element 3:** Supports the professional educator in assessing student performance

**Key Element 4:** Understands and applies the knowledge and skills needed to fulfill job responsibilities in the classroom, school, office and other work locations

### IV. SAFE AND POSITIVE WORK ENVIRONMENT

*The teaching assistant demonstrates classroom management skills which support a safe and disciplined environment conducive to learning.*

**Key Element 1:** Promotes and maintains mutually respectful and positive interactions among students

**Key Element 2:** Monitors student behavior and responds to student misbehavior in an appropriate, sensitive manner

**Key Element 3:** Fosters an environment that is fair, consistent, caring and physically and emotionally safe for all students

**Key Element 4:** Organizes student work so that students are on task and productive

### V. COMMUNICATION AND COLLABORATION

*The teaching assistant effectively communicates and collaborates with families, teachers, administrators, colleagues and community members to support student success.*

**Key Element 1:** Promotes and maintains positive relationships in the school and community

**Key Element 2:** Works with administrators, professional educators, colleagues, families and community members to promote and support student success

**Key Element 3:** Demonstrates ability to communicate well and in an appropriate and professional manner

### VI. PROFESSIONALISM

*The teaching assistant models professionalism.*

**Key Element 1:** Demonstrates professional, moral, and ethical standards as well as personal integrity in all interactions

**Key Element 2:** Takes responsibility for and participates in a meaningful and continuous process of professional development that results in improved job performance

**Key Element 3:** Demonstrates understanding of assigned job duties, responds positively to direction, and uses Division resources appropriately

**Key Element 4:** Demonstrates the ability to handle all matters in a professional and confidential matter.

**Key Element 5:** Knows and complies with appropriate policies, procedures, and regulations

The Superintendent by direction of the School Board has been tasked with updating the current Prince William County Schools' evaluation instrument to a standards-based evaluation. The Virginia Department of Education has revised the professional performance standards for professional educators and education leaders. Prince William County Schools will incorporate the revised standards as outlined by the Virginia Department of Education.

## PWCS Professional Performance Process Classified Employees

### I. PLANNING AND PROCESS IMPLEMENTATION

*The PWCS classified employee develops and coordinates plans and activities for the achievement of Division-wide goals*

**Key Element 1:** Follows established processes and procedures.

**Key Element 2:** Plans, organizes and executes assignments in a timely manner.

**Key Element 3:** Meets quality standards and guidelines for position held.

**Key Element 4:** Evaluates effectiveness of processes and materials and adjusts activities accordingly.

**Key Element 5:** Prioritizes assignments to achieve goals.

### II. WORK PERFORMANCE

*The PWCS classified employee demonstrates job knowledge and skills in performing required job tasks and functions*

**Key Element 1:** Demonstrates knowledge and skills relating to assigned duties and responsibilities.

**Key Element 2:** Provides quality work products within established timelines.

**Key Element 3:** Quantity of work performed is consistent with position expectations.

**Key Element 4:** Meets the needs and expectations of internal and external customers.

**Key Element 5:** Works with minimal supervision.

### III. WORK ENVIRONMENT

*The PWCS classified employee establishes and maintains a safe and positive work environment*

**Key Element 1:** Follows established legal, regulatory, and/or safety regulations.

**Key Element 2:** Maintains safety in the workplace.

**Key Element 3:** Contributes to a positive and productive work environment.

**Key Element 4:** Anticipates and takes steps to minimize or resolve conflicts

**Key Element 5:** Demonstrates acceptance of diversity

### IV. COMMUNICATION AND COLLABORATION

*The PWCS classified employee effectively communicates and collaborates with coworkers, supervisors, customers, and school community*

**Key Element 1:** Uses verbal, non-verbal and written communication techniques to demonstrate positive interactions with co-workers, supervisors, and customers.

**Key Element 2:** Provides accurate and timely information to co-workers, supervisors and customers to ensure efficient workflow.

**Key Element 3:** Cooperates and collaborates with colleagues and supervisors.

**Key Element 4:** Communicates in an appropriate and professional manner.

**Key Element 5:** Adheres to School Division guidelines for all modes of communication.

### V. PROFESSIONALISM

*The PWCS classified employee models the core values of respect, honesty, accountability, and responsibility*

**Key Element 1:** Demonstrates professional, moral, ethical standards and guidelines in all interactions and respects confidentiality.

**Key Element 2:** Is consistently reliable and dependable.

**Key Element 3:** Takes responsibility for and participates in a meaningful and continuous process of professional development that results in improved job performance.

**Key Element 4:** Demonstrates understanding of assigned job duties, responds positively to direction, and uses School Division resources appropriately.

**Key Element 5:** Demonstrates responsible behavior towards attendance and work schedule.

**Key Element 6:** Uses leave appropriately.

**Key Element 7:** Knows and complies with policies, procedures and regulations.

### VI. SUPERVISION\*

*The PWCS classified employee with supervisory or lead responsibilities must meet all standards in addition to ensuring that management of the organization promotes safe, effective and efficient practices and staff professional growth*

**Key Element 1:** Ensures management of the organization to promote safe, effective, and efficient practices.

**Key Element 2:** Encourages staff success and ongoing professional growth.

**Key Element 3:** Supervises the performance of all employees and adequately documents performance concerns.

**Key Element 4:** Resolves conflict appropriately and in a timely manner.

**Key Element 5:** Demonstrates effective supervision practices for improvement of employee performance and accomplishment of the department's mission.

The Superintendent by direction of the School Board has been tasked with updating the current Prince William County Schools' evaluation instrument to a standards-based evaluation. The Virginia Department of Education has revised the professional performance standards for professional educators and education leaders. Prince William County Schools will incorporate the revised standards as outlined by the Virginia Department of Education.

Rev. July 2013

# **PWCS COMMON ACRONYMS**



## Acronyms

### Position/People

<b>AA</b>	Administrative Assistant
<b>AD</b>	Athletic Director
<b>ADA</b>	Americans with Disabilities Act <i>Act Federal law governing accessibility of facilities for people with disabilities</i>
<b>AFT</b>	American Federation of Teachers
<b>AP</b>	Assistant Principal
<b>ELL</b>	English Language Learner
<b>FEA</b>	Future Education Association
<b>FTE</b>	Full Time Equivalent
<b>HCHY</b>	Healthy Community, Healthy Youth
<b>IDEA</b>	Individuals with Disabilities Education Act <i>Federal law governing special education regulations</i>
<b>IB</b>	International Baccalaureate
<b>IT</b>	Instructional Technologist
<b>ITRT</b>	Instructional Technology Resource Teacher
<b>JROTC</b>	Junior Reserve Officer Training Corps
<b>MICI</b>	Mild Cognitively Impaired
<b>MOCI</b>	Moderately Cognitively Impaired
<b>NBCT</b>	National Board Certified Teacher
<b>NEA</b>	National Education Association
<b>OI</b>	Orthopedic Impaired
<b>OT</b>	Occupational Therapist
<b>PDS</b>	Professional Development Specialist
<b>PLC</b>	Professional Learning Community <i>Teachers work collaboratively to improve student performance</i>
<b>PT</b>	Physical Therapist
<b>PTO</b>	Parent Teacher Organization
<b>PWEA</b>	Prince William Education Association
<b>ROP</b>	Retirement Opportunity Plan
<b>TA</b>	Teacher Assistant
<b>TAA</b>	Teacher on Administrative Assignment
<b>TfT/TC</b>	Teachers for Tomorrow/Teacher Cadet
<b>TSTT</b>	Today's Students, Tomorrows Teachers
<b>VI</b>	Visually Impaired

### Reference: Forms and Miscellaneous

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ASP</b>	After School Program
<b>AYP</b>	Adequate Yearly Progress
<b>BinE</b>	Baldrige in Education <i>Baldrige in Education is a proven, internationally recognized, organizational performance of excellence framework. The PWCS Strategic Plan incorporates Baldrige concepts.</i>
<b>CEIS</b>	Coordinated Early Intervention Services
<b>CPDD</b>	Classified Professional Development Day
<b>CTE</b>	Career and Technical Education
<b>DHR</b>	Department of Human Resources
<b>DSS</b>	Department of Social Services <i>Agency to report suspected child abuse</i>
<b>EEE</b>	Excellence and Equity in Education

<b>EIP</b>	Early Intervention Program
<b>ESOL</b>	English to Speakers of Other Languages
<b>ETS</b>	Education Testing Service
<b>FIRST</b>	Framework for Inducting, Retaining, and Supporting Teachers
<b>FY</b>	Fiscal Year
<b>IEP</b>	Individualized Education Plan <i>Required document for students with disabilities that require specialized instruction</i>
<b>INTASC</b>	Interstate New Teacher Assessment and Support Consortium
<b>ISS</b>	In School Suspension
<b>Pre-K</b>	Pre-Kindergarten
<b>PSAT</b>	Preliminary Scholastic Assessment Test
<b>K</b>	Kindergarten
<b>K-12</b>	Kindergarten through Grade 12
<b>LA</b>	Language Arts
<b>LD</b>	Learning Disability
<b>LEP</b>	Limited English Proficient
<b>NAESP</b>	National Association of Elementary School Principals
<b>NEO</b>	New Employee Orientation
<b>NBPTS</b>	National Board of Professional Teaching Standards
<b>NCLB</b>	No Child Left Behind Act
<b>OPD</b>	Office of Professional Development
<b>OSS</b>	Out of School Suspension
<b>PIP</b>	Professional Improvement Plan <i>A plan collaboratively developed by the evaluator and the professional educator to address areas of improvement in the professional educator's performance in one or more standard categories.</i>
<b>PPP</b>	Professional Performance Process
<b>QRI</b>	Qualitative Reading Inventory <i>An assessment used to determine a competence with word recognition, context, fluency, and comprehension</i>
<b>SAT</b>	Scholastic Assessment Test
<b>SBM</b>	Site-Based Management: <i>All schools in Prince William County are Site-Based Managed. Site-Based Management is a way to structure school site/division relationships in a manner that places more power, authority, and accountability in the school. Under site-based management, teachers are asked to assume leadership roles in professional development, mentoring, and curriculum development. Teacher collaboration is a major theme in the implementation of Site-Based Management.</i>
<b>SOL</b>	Standards of Learning
<b>SS</b>	Social Studies
<b>PWCS</b>	Prince William County Public Schools
<b>SL/PD</b>	Student Learning and Professional Development
<b>SOE</b>	School of Excellence
<b>TL21</b>	Teaching and Learning in the 21 <sup>st</sup> Century
<b>VAAP</b>	Virginia Alternate Assessment Program <i>For students in grades 3-11 with significant cognitive disabilities</i>
<b>VDOE</b>	Virginia Department of Education
<b>VGLA</b>	Virginia Grade Level Assessment <i>For students in grades 3-8, a grade level alternative SOL assessment</i>
<b>VRS</b>	Virginia Retirement System

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