

ARTICLE VIII: ADMINISTRATION

TABLE OF CONTENTS

- 5-8.1 PURPOSE AND OBJECTIVES
- 5-8.2 DEFINITIONS
- 5-8.3 OFFICE OF THE DIVISION SUPERINTENDENT
- 5-8.4 ADMINISTRATIVE AND SUPERVISORY PERSONNEL
- 5-8.5 PRINCIPALS
- 5-8.6 TEMPORARY PERSONNEL
- 5-8.7 EVALUATION OF ADMINISTRATIVE STAFF
- 5-8.8 ADMINISTRATION: CONDITIONS OF EMPLOYMENT
- 5-8.9 PROFESSIONAL DEVELOPMENT
- 5-8.10 COMMUNICATIONS WITH THE STAFF

POLICY 5-8.1 PURPOSE AND OBJECTIVES

The primary purpose of the Hanover County Public School's administration is to create and foster an environment that is conducive to a successful teaching-learning process. All administrative duties and functions should be appraised in terms of their contribution to better instruction and more effective learning. A second major purpose of the administration is to facilitate efficiency and economy of operation without adversely affecting the educational goals of the community.

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.

The Hanover County Public Schools administrative staff shall be under the direction of the division superintendent and shall be appointed by the Hanover County School Board upon recommendation of the division superintendent. The administrative staff shall initiate, coordinate and supervise all matters relating to the teaching-learning process in accordance with the objectives of the division superintendent as defined by the School Board.

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

Recodified: August 2000

POLICY 5-8.2 DEFINITIONS

As used in the Hanover County School Board Policy Manual, except where noted otherwise, the terms "administrative staff" and/or supervisor shall apply to the following:

- Division Superintendent;
- Assistant Superintendent;
- Executive Director;
- Director;
- Assistant Director;
- Associate Director;
- Principal;
- Assistant Principal;
- Supervisor;
- Coordinator;
- Assistant Coordinator; and
- other positions of a supervisory nature as approved from time to time by the School Board upon recommendation of the division superintendent.

As used in this Article VIII the term "support personnel" shall include, but not be limited to:

- Visiting Teacher;
- School Psychologist;
- Lead Teacher Specialist;
- Senior Teacher;
- Secretarial Staff; and
- other positions of a support nature as approved from time to time by the School Board upon recommendation of the division superintendent.

Recodified: August 2000

POLICY 5-8.3 OFFICE OF THE DIVISION SUPERINTENDENT

Qualifications

The division superintendent shall possess at minimum the qualifications specified in the Code of Virginia and by the Virginia Board of Education. Preference shall be given to those applicants whose experience and education demonstrate a balance between instruction and business administration. Eligibility shall be limited to individuals whose records indicate they possess the following attributes:

- Good character;
- Management talent;
- Leadership;
- Knowledge of school law;
- Understanding of special education; and
- Outstanding ability in career and technical and academic education.

The Hanover County School Board may require additional qualifications as it from time to time deems appropriate.

Recruitment and Selection Procedures

The School Board, by such means as it desires, shall make an active search to identify the person for the position of division superintendent it believes can translate most effectively into action the policies of the School Board and the aspirations of the community. The School Board may retain outside assistance, such as university placement services or independent consultants during the division superintendent recruitment and selection process.

Appointment

The School Board shall, within 180 days after a vacancy occurs other than by expiration of term, appoint a division superintendent from eligible candidates licensed by the Virginia Board of Education.

If the School Board has not appointed a superintendent within 120 days of a vacancy, it will submit a written report to the Superintendent of Public Instruction demonstrating its efforts to make an appointment and containing a status report with a timeline for making the appointment prior to the 180-day deadline. If the School Board fails to appoint a division superintendent within 180 days of a vacancy, the Virginia Board of Education will appoint a superintendent for the division. The School Board will immediately notify the Virginia Board of Education, in writing, of the School Board's failure to appoint a superintendent within 180 days of a vacancy. Within 30 days of the 180th day after the vacancy occurs, the School Board will submit, in writing, its preferred candidate(s), not to exceed three, for the position. The Virginia Board of Education may consider these candidates and other eligible individuals. The Virginia Board of Education may authorize the Superintendent of Public Instruction to conduct the search for a division superintendent. If the Board of Education appoints a division superintendent, the School Board will negotiate the contract for the division superintendent.

Term of Office

The division superintendent shall serve for an initial term of not less than two years or more than four years. Subsequent terms shall be specified by the School Board but shall not exceed four years. All contract terms for the division superintendent shall expire on June 30.

Oath

Before taking office, the division superintendent shall take and subscribe the oath as specified by law.

Compensation

The division superintendent's contract shall be negotiated from time to time as provided by state law and School Board policy. The contract shall set forth the division superintendent's compensation and benefit package.

The School Board shall not renegotiate the division superintendent's contract during the period following the election or appointment of new members and the date such members are qualified and assume office.

When the division superintendent's contract is being renegotiated, each member of the School Board will be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated contract unless the School Board members agree unanimously to take the vote without the 30 days' notice. Each School Board member's vote on the renegotiated contract will be recorded in the minutes of the meeting.

Severance Benefits

Any severance benefits provided to a departing Superintendent will be publicly announced prior to the Superintendent's departure.

Division Superintendent: Powers/Duties/Responsibilities

The powers and duties of the division superintendent are fixed by the Virginia Board of Education with additional specific duties prescribed by the School Board and include the following:

1. The division superintendent shall be the executive officer of the School Board and shall be responsible for seeing that all policies of the School Board are carried out in the Hanover County Public Schools.
2. The division superintendent shall observe such directives and regulations as the Superintendent of Public Instruction or the Virginia Board of Education may prescribe, and to make special reports to the Superintendent of Public Instruction whenever required.
3. The division superintendent shall ensure that an accurate record of all receipts and disbursements of school funds and all statistical information which may be required by the Virginia Board of Education is kept.
4. The division superintendent shall inspect the accounts of the Clerk of the School Board periodically and see that such accounts are neatly and correctly kept and that all school funds are properly accounted for.
5. The division superintendent shall distribute promptly all reports, forms, laws, and regulations which may be received from the Superintendent of Public Instruction, and in accordance with his directions.
6. The division superintendent shall explain the school division and give information about it on all suitable occasions. The division superintendent shall make certain that all school laws and regulations are strictly enforced and that the decisions of the Superintendent of Public Instruction and the Virginia Board of Education are complied with. When such decisions are not complied with, the division superintendent shall inform the Superintendent of Public Instruction.
7. The division superintendent shall periodically visit and inspect each school in the school division in order that he may have first-hand knowledge of the condition of the schools. He shall inquire into all matters relating to the management of the schools, the courses of study, methods of instruction, and use of textbooks, and shall give particular attention to the condition of the school buildings.
8. The division superintendent shall have the authority to condemn school buildings when such building are not safe and may endanger the health of students. The division superintendent shall close a public school building that appears to be unfit for occupancy and immediately give notice of the closure to the School Board.
9. The division superintendent shall promote the improvement and efficiency of teachers and other school personnel by all appropriate methods and shall also endeavor by all appropriate means to promote an appreciation and desire for education among the people.
10. If, during the time when schools are normally in session, unusual conditions exist (e.g. epidemics, bad weather, etc.) and in the opinion of the division superintendent the operation of schools under these conditions would endanger the students, he shall be empowered to suspend operations until the danger no longer threatens the welfare of students.

11. It shall be the responsibility of the division superintendent to direct, supervise, and coordinate the work of all the schools, officers, and employees of the School Board, and all such employees shall be responsible to the division superintendent in all matters.
12. The division superintendent shall make periodic reports to the School Board on the general condition of the schools and the effectiveness of the instructional program; such reports shall be accompanied by the division superintendent's recommendations for improvement.
13. The division superintendent, with the assistance of the Clerk of the School Board, shall submit monthly and annual financial reports showing receipts, disbursements and balances.
14. The division superintendent shall make recommendations for filling personnel vacancies. The division superintendent is authorized to hire non-licensed classified employees and teachers on an interim basis, without first obtaining approval from the School Board, as may be necessary for the continued operation of the school division between meetings of the School Board. Such an offer of employment shall be set forth in a written agreement, to be signed by the new employee, and shall clearly state that the employment will terminate absent formal action of the School Board within 30 days. The division superintendent is further authorized to reassign any employee for that school year to any school within the school division, provided no change or reassignment during a school year affect the salary of such employee for that school year.
15. The division superintendent shall attend all meetings of the School Board and all committee meetings.
16. The division superintendent shall, subject to the approval of the School Board, make and enforce such regulations as may be conducive to the effective instruction of students in the various schools.
17. The division superintendent shall plan and direct such meetings of School Board personnel as he may deem necessary for the purposes of giving instructions that may be helpful to personnel in discharging their duties, improving methods of teaching, and building morale.
18. The division superintendent shall be responsible for selecting and recommending suitable instructional materials and equipment and for the organization of the various schools in terms of assigning instructors and allotting classroom space so that an effective instructional program may be maintained.
19. The division superintendent shall ensure that school records are properly kept and that all necessary reports are accurately and properly made by School Board personnel.
20. The division superintendent shall devise and maintain a system of reports that will keep parents informed of the progress, attendance, conduct, and health of students.
21. The division superintendent shall keep himself informed of accomplishments of other school systems, their plans, organization, methods of instruction, and other efforts which may be of value to him in keeping the School Board informed of the progress being made in the education of children and youth.
22. The division superintendent shall prepare the annual school budget and submit it to the School Board for adoption; furthermore, he shall direct all expenditures within the appropriations made by the School Board.
23. The division superintendent shall issue such administrative bulletins, notices, manuals, memos or other communications as he may deem necessary in the effective administration and operation of the schools.
24. The division superintendent shall prepare the annual school calendar for adoption by the School Board.
25. The division superintendent shall serve as the professional consultant to the School Board and impartially give his professional opinions and knowledge in all deliberations where such may be helpful.
26. The division superintendent shall be responsible for the direction and supervision of the student transportation system and shall make recommendations to the School Board for changes in bus routes.
27. The division superintendent or his designee shall approve in writing the plans and specifications for any proposed addition or alteration to a public school building, before the addition or alteration may be advertised for bid, contracted for, erected, or otherwise acquired. The division superintendent's or designee's approval must be accompanied by a statement by an architect or licensed professional engineer that the plans and specifications for the addition or alteration are, in his/her professional opinion and belief, in compliance with the regulations of the Virginia Board of Education and the Uniform Statewide Building Code.
28. The division superintendent shall answer all correspondence relating to the business of the School Board office, and shall maintain a filing system for all official records, reports and papers.
29. The division superintendent shall be held personally responsible for any of his specific duties that he may delegate to other persons or employees. All reports and recommendations to the School Board

from any officer or employee under the direction and supervision of the division superintendent shall be made through the division superintendent, unless otherwise officially directed by the School Board. All School Board directions requiring specific courses of action by personnel other than the division superintendent shall be channeled through the division superintendent, the intent being that the School Board and its members shall deal only with the division superintendent in respect to all matters for which he is responsible.

30. The division superintendent shall direct the adoption of all textbooks and shall oversee the distribution and inventory thereof.
31. The enumeration of specific duties in this section, or elsewhere, shall not be construed to lessen the responsibility for those duties of a general nature imposed on the division superintendent by the nature of his position.

In addition to the above duties, and in keeping with applicable law, the division superintendent shall do the following:

32. The division superintendent shall prepare and maintain a policy manual in cooperation with school division personnel.
33. The division superintendent shall develop the capability, procedures, and organizational structure to enable the school division to plan for future needs.
34. The division superintendent shall involve the community and his staff in the preparation of a six-year school improvement plan, which shall be updated biennially. Such a plan shall be based on a study of the extent to which students are achieving the broad objectives formulated by the Virginia Board of Education and shall be designed to raise the level of student performance. This plan shall be reviewed and approved by the School Board and submitted to the State Superintendent of Public Instruction for approval by the Board of Education.
35. The division superintendent shall, as directed by the Virginia Board of Education, make annual follow-up studies of former students (dropouts and graduates) who enter employment or who continued their education beyond high school as a means of assessing the effectiveness of the school program.
36. The division superintendent and his staff shall provide an effective program of instructional supervision and assistance to principals and teachers that is consistent with the objectives of the school division and that incorporates all provisions of applicable law. The division superintendent shall see to it that teachers discharge faithfully the duties assigned to them. The division superintendent shall promptly report to the School Board any neglect or violation by teachers of any of the laws or regulations, with recommendations for appropriate disciplinary action.
37. The division superintendent and his staff shall provide for the cooperative evaluation of central office personnel and principals and shall provide assistance to principals in the cooperative evaluation of teachers and other School Board employees.
38. The division superintendent shall take such steps as he/she deems appropriate to implement and enforce the division's acceptable use policy for the Internet.
39. The division superintendent shall at least annually, if so requested by the School Board, survey the school division to identify critical shortages of teachers and administrative personnel by subject matter and report such critical shortages to the School Board, Superintendent of Public Instruction and to the Virginia Retirement System.
40. The division superintendent shall establish a school safety audit committee to include, if available, representatives of parents, teachers, local law-enforcement, emergency services agencies, community services board and judicial and public safety personnel. The division superintendent shall submit to the School Board any plans for improving school safety received from the school safety audit committee.

Division Superintendent: Evaluation

The School Board believes that the evaluation of the management of the division is important to an assessment of division objectives and their fulfillment. The division superintendent shall be evaluated as follows:

- a. In a number of informal ways which include, but are not limited to, the ongoing personal contact between the division superintendent and the School Board members and observations by School Board members of the various phases of the school division's operations.
- b. A formalized evaluation questionnaire covering the performance of the division superintendent and the status of the school division. Said evaluation instrument shall be designed by both the School Board and the division superintendent well in advance of the month of April, when it shall be utilized as the division superintendent's annual evaluation.

The areas of evaluation shall include:

1. Appraisal of the main areas in which the division superintendent functions, as identified in the Board of Education's Uniform Performance Standards and Evaluation Criteria for Superintendents:
 - (a) Mission, Vision, and Goals
 - (b) Planning and Assessment
 - (c) Instructional Leadership
 - (d) Organizational Leadership and Safety
 - (e) Communication and Community Relations
 - (f) Professionalism
 - (g) Divisionwide Student Academic Progress
2. Personal evaluation of the division superintendent in his:
 - (a) Relationship with the School Board
 - (b) Educational leadership
 - (c) Personnel relationships
 - (d) Relevant qualities of character and personality
 - (e) Community relationships

The evaluation of the division superintendent must be based on an evaluation of the joint responsibilities of the School Board and division superintendent. The work of the division superintendent is circumscribed by the regulations and policies of the School Board, the manner in which the School Board works and the resources available to the school division. The effectiveness of the School Board is greatly influenced by the quality of the work of the division superintendent. Since the School Board and division superintendent must work together they shall jointly and objectively evaluate each other so as to increase the effectiveness of their performance record.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-58 through 22.1-70.3, 22.1-9222.1-136, 22.1-140, 22.1-297; 22.1-279.8, 15.2-1510.1; Regulations Governing Licensure for School Personnel, 8 VAC 20-21-10, et seq.; Rules Governing Division Superintendent of Schools, 8 VAC 20-390-10, et seq.; *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* (adopted July 23, 2015 by the Board of Education); *Procedure for Appointment of a School Division Superintendent by the Virginia Board of Education* (adopted March 22, 2006)

Recodified: August 2000

Amended: July 16, 2002, July 16, 2003, September 11, 2007, June 13, 2017

ACCOMPANYING REGULATION

REGULATION 5-8.3 PERFORMANCE EVALUATION OF DIVISION SUPERINTENDENT

An Instrument for Appraising Effectiveness

Evaluation of the division superintendent is an important responsibility which the Hanover County School Board should carry out in a systematic way. With the increasing emphasis on accountability, it is essential that the School Board fulfill its duty of seriously and competently evaluating the performance of its executive officer.

The School Board shall annually evaluate the division superintendent based on criteria established by all applicable law and such criteria as the School Board shall from time to time perceive.

Informal evaluation occurs whenever the School Board makes a decision to extend the division superintendent's contract, increase his salary or not to renew his contract; however, a systematic approach to this process requires setting up formal procedures for evaluation as a regular and scheduled School Board activity and against standards agreed to by the evaluatee and the evaluators.

Some Guidelines

A systematic program of evaluation contains many essential features. The following conditions are crucial to evaluation that has as its primary purpose the improvement of administrative leadership:

1. The division superintendent should know the standards against which he will be evaluated. He also should be involved in the development of the standards.
2. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or closed session with all School Board members present.
3. The evaluation should be a composite of the individual School Board members' opinions, but the School Board as a whole should meet with the division superintendent to discuss it with him.
4. The evaluation should include an identification of strengths as well as weaknesses.
5. The evaluation should occur at least once a year. Thus, in case the decision is reached not to renew the division superintendent's contract, the School Board can point to previous "warnings" of deficiencies.
6. Both parties should prepare for the evaluation, the division superintendent by conducting a rigorous self-evaluation and the School Board by examining various sources of information relating to the division superintendent's performance.
7. The School Board should not limit itself to those items which appear on the evaluation form. It is indeed difficult to develop a form or set of guidelines which will encompass the totality of the division superintendent's responsibilities.
8. Each judgment should be supported by as much rationale and objective evidence as possible. A consensus opinion of the School Board should be the basis for judgment on an appraisal item.
9. The division superintendent should have the opportunity to evaluate the School Board. Ideally, the evaluation will include an examination of the working relationships between the School Board and division superintendent.

Scoring Instructions

An attempt has been made to organize the division superintendent's responsibilities in seven categories. Each School Board member is asked to rate the division superintendent on each of the items cited in each of the categories. The Chairman will then tally the scores, determine a composite average, and record it on the graph provided. The division superintendent and each School Board member will be given a copy of the results. The division superintendent will not be given the questionnaires from individual School Board members or be informed as to how any individual answered the questions.

Performance Objectives

When the division superintendent has received the composite profiles from the School Board, he will then formulate a series of performance objectives (job targets) for the ensuing year. These job targets will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances are that he will be enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through and careful assessment of results.

An example of a performance objective stated in behavioral terms and incorporating all four essential elements (designate, substance, action and assessment) follows:

The division superintendent will establish a representative staff committee, broadly selected from school division personnel, to evaluate and revise existing operational policies and to propose new ones for inclusion in the policy manual, the project to be completed in 90 days.

POLICY 5-8.4 ADMINISTRATIVE AND SUPERVISORY PERSONNEL

Qualifications

The Hanover County School Board, upon the recommendation of the division superintendent, shall determine the qualifications for administrative and supervisory personnel. These qualifications shall be included in the job descriptions for the positions and shall meet, at a minimum, requirements of the Virginia Board of Education, where applicable.

Appointment

The School Board, upon the recommendation of the division superintendent, shall appoint administrative and supervisory personnel on an annual basis for the months stated in their contracts and at a salary determined by the School Board.

Responsibilities

Each administrative and supervisory position shall have a job description defining the responsibilities of the position. The School Board shall approve the establishment and general scope of these positions and shall delegate to the division superintendent the responsibility for specific assignments and duties. Administrative and supervisory personnel shall be responsible to an immediate supervisor for their actions and for actions of subordinates assigned to them in their job descriptions.

Assignment

The initial assignment of administrative personnel to individual schools shall be reserved to the School Board upon recommendation by the division superintendent.

Transfer

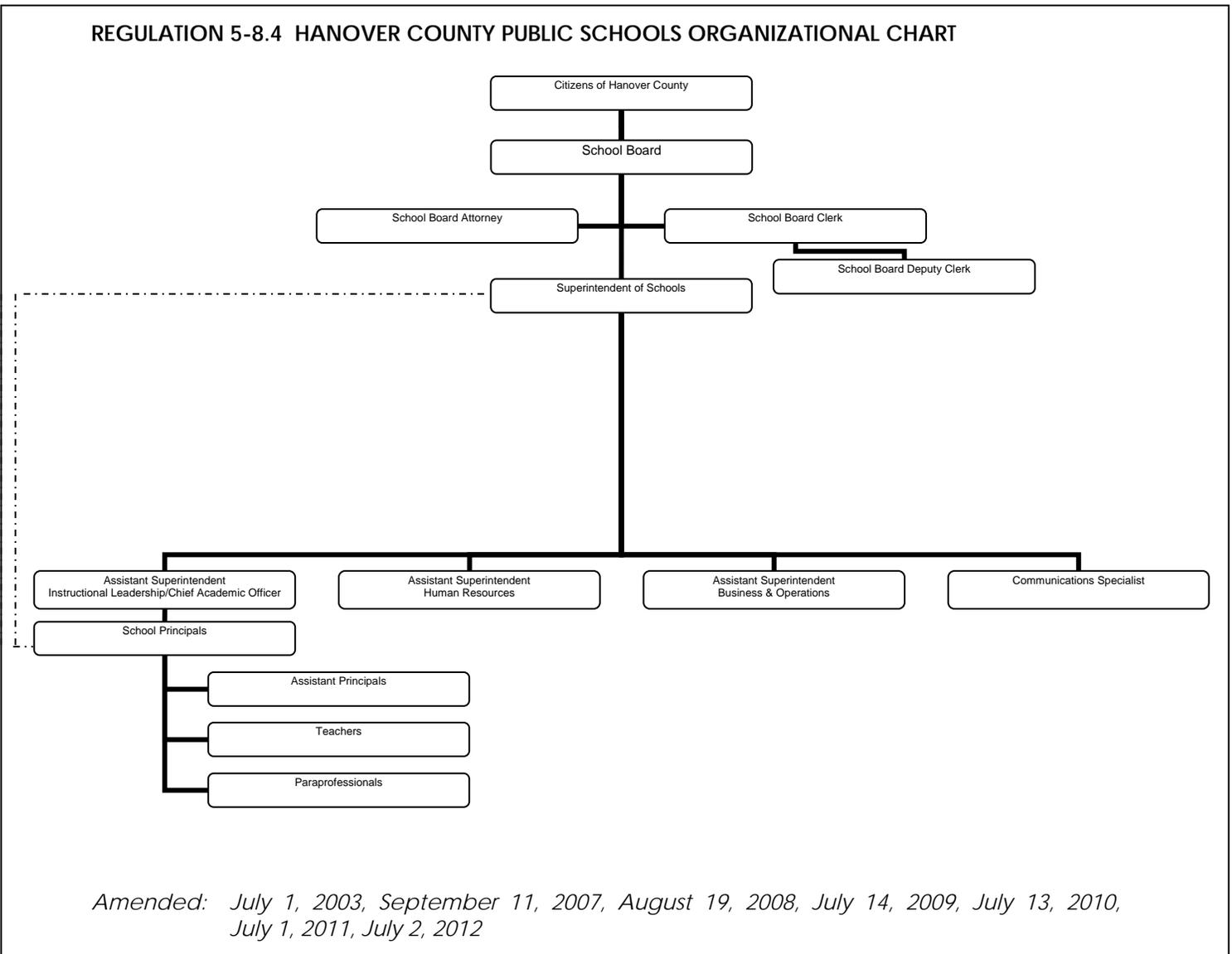
After initial assignment, the subsequent transfer of administrative personnel to any school within the division is the prerogative of the division superintendent with the approval of the School Board. Such transfers shall not affect the salaries of the individuals concerned for that school year. The division superintendent shall submit appropriate reports and explanations upon the request of the School Board.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-297.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 5-8.4 HANOVER COUNTY PUBLIC SCHOOLS ORGANIZATIONAL CHART



Amended: July 1, 2003, September 11, 2007, August 19, 2008, July 14, 2009, July 13, 2010, July 1, 2011, July 2, 2012

POLICY 5-8.5 PRINCIPALS

Principals

Principals are the educational leaders and the administrative heads of the schools to which they are assigned. Principals are directly responsible to the division superintendent in all matters relating to the operation of the schools in Hanover County. They must organize the faculties of the schools into effective units and, together with the aid of faculty members, students, and parents, set the standards and establish the ideals of the individual schools within the framework of the policies and regulations of the Hanover County School Board and the Virginia Board of Education.

Principals must be prepared to make prompt decisions, establish esprit de corps among teachers and students, build and maintain mutually beneficial relationships between the home and the school, and carry out such administrative policies which will result in good teaching-learning situations. In order to develop effective instructional programs within the schools, principals must work cooperatively with parents, teachers, and students in planning and carrying out all phases of the work of the schools. Through their self-control, thoughtfulness, consideration, courtesy, patience, and friendliness, principals set a pattern that determines, to a large extent, the professional and human relationships that will exist in the various schools.

Appointment and Term

The School Board, upon recommendation of the division superintendent, shall annually appoint principals and establish their terms of employment. Each principal must hold a certificate prescribed by the Virginia Board of Education.

Duties and Responsibilities

The principal shall be responsible to the division superintendent and shall represent the division superintendent in matters concerning the operation of the school. The principal shall coordinate efforts with members of the central office staff and cooperate with them in their subjects of specialization.

The principal's duties shall include the organization, administration, maintenance and supervision of the entire program of the school. The principal shall maintain harmonious relations between the school and community and perform duties assigned by the division superintendent and/or the School Board.

Assistant Principals

Appointment and Term of Employment

Assistant principals shall, in the absence of the principal, assume responsibility for the operation of the school. They must make necessary emergency decisions involving students, teachers, or other personnel and shall perform such duties as may be prescribed by the principal and in his absence shall act as the executive officer of the school. When there is more than one assistant principal in a school, the principal shall designate the one who shall act as the executive officer in his absence.

Probation and Reassignment

Probationary terms of service for principals, assistant principals and supervisors, and their reassignment to teaching position shall be as mandated in applicable law.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-253.13:5, 22.1-293, 22.1-294, 22.1-297.

Recodified: August 2000

ACCOMPANYING REGULATIONS

5-8.5 (A)	PLANNING AND MANAGEMENT OBJECTIVES - S.O.Q
5-8.5 (B)	PERFORMANCE CHARACTERISTICS
5-8.5 (C)	GENERAL DUTIES
5-8.5 (D)	DUTIES RELATING TO ADMINISTRATION, ORGANIZATION, AND SUPERVISION OF THE INSTRUCTIONAL PROGRAM
5-8.5 (E)	DUTIES RELATING TO EMPLOYEES
5-8.5 (F)	RESPONSIBILITIES FOR STUDENTS
5-8.5 (G)	DUTIES RELATING TO PATRONS AND THE COMMUNITY IN GENERAL
5-8.5 (H)	DUTIES RELATING TO BUSINESS SERVICES OF THE LOCAL SCHOOL
5-8.5 (I)	DUTIES RELATING TO MAINTENANCE AND OPERATION
5-8.5 (J)	DUTIES RELATING TO STUDENT TRANSPORTATION
5-8.5 (K)	DUTIES RELATING TO THE USE OF SCHOOL BUILDINGS

REGULATION 5-8.5 (A) PLANNING AND MANAGEMENT OBJECTIVES - S.O.Q.

In accordance with Hanover County School Board Policy 5-8.5, the principal shall be responsible for discharging the following major duties:

1. The principal shall involve the community and his staff in their preparation and implementation of an annual school plan, which shall be consistent with the division-wide plan and which shall be approved by the division superintendent.
2. The principal shall develop a school handbook of policies and procedures which are in compliance with and which implement School Board policies and regulations.
3. The principal shall coordinate the services of all persons who work in the school to provide a healthy, stimulating school environment and an efficient and effective operation.
4. The principal shall assign pupils to classes, programs and activities that are designed to promote maximum learning. All pupils whose achievement is below a level commensurate with their scholastic aptitude should be diagnosed for learning disabilities and appropriate instruction should be prescribed.
5. The principal shall ensure that instructional materials and equipment are used to provide learning experiences that are compatible with the educational needs of pupils.
6. The principal and his staff shall establish methods of evaluating the progress of individual students and the effectiveness of the instructional program in each classroom and in the school as a whole.
7. The principal shall provide direct instructional supervision and assistance to teachers to help them meet the objectives for classroom planning and management and shall utilize available supervisory and other consultant personnel as needed to assure an effective instructional program in the school.
8. The principal and his staff shall provide for the cooperative evaluation of the teachers and other employees in his school. The evaluation of teachers shall be based on the objectives for classroom planning and management, School Board policies and regulations, and all applicable law.

REGULATION 5-8.5 (B) PERFORMANCE CHARACTERISTICS

Principals shall exhibit the following positive performance characteristics:

1. Knowledge Depth and breadth of knowledge in management and supervisory services.
2. Planning Evidence of planning in administrative or supervisory actions.
3. Organization Extent to which work is well organized plus that of those supervised.
4. Initiative Willingness to act without undue prodding.
5. Follow-through Effectiveness in carrying out plans and actions.
6. Decision-making Evidence of soundness in making decisions.
7. Communication Extent to which superiors and subordinates are kept informed about school.
8. Staff Involvement Utilization of staff in management of school.
9. Temperament Emotional maturity.
10. Cooperation Willingness to get along with others.
11. Loyalty Commitment to the welfare of colleagues and the school division.
12. Dependability Steadfastness to fulfilling duties.
13. Imagination Degree to which innovations and new ideas are undertaken.
14. Accountability Willingness to be held responsible for leadership behavior.
15. Judgement Use of good sense in leadership behavior.

REGULATION 5-8.5 (C) GENERAL DUTIES

The following general regulations shall be observed by all principals employed in the Hanover County Public Schools.

1. Principals shall report for duty in their respective school buildings by the time of arrival of the first school bus and not later than 8:00 a.m. during regular school days. They are to remain until such time as the day's work is completed and the last school bus has departed, but not earlier than 4:00 p.m.
2. Any principal, prevented by illness or other causes from performing his duties shall immediately notify the division superintendent or his designee.
3. The principal shall not be required to work on Saturdays, except as duties and responsibilities may require.
4. Each principal shall designate one person normally an assistant principal, who is employed in his school to act on his behalf when he, through illness or for business reasons, must absent himself from the school.
5. Each principal shall establish such special rules and regulations, not conflicting with those of the School Board, Virginia Board of Education, or applicable law, as may be necessary for the effective operation of the school.
6. Each principal shall see that the administration of his school conforms to the policies and regulations of the School Board and the Virginia Board of Education and Virginia school laws;
7. Each principal shall attend all meetings as requested by the division superintendent.

REGULATION 5-8.5 (D) DUTIES RELATING TO ADMINISTRATION, ORGANIZATION, AND SUPERVISION OF THE INSTRUCTIONAL PROGRAM

In order to develop a sound instructional program in the school, each principal shall:

1. Be directly responsible for the organization, administration, and supervision of the instructional program within his school;
2. Be responsible for the development of the course of study within his school and the addition and deletion of subjects offered in meeting the needs of students and of the community in general, subject to approval of the division superintendent;
3. Carry on studies and investigations under the direction of the division superintendent to improve instructional procedures and methods within his school;
4. Visit the classrooms in his school as frequently as possible to observe first hand the instructional methods, materials, and procedures used by teachers under his supervision. He shall give special attention to beginning and substitute teachers;
5. Work out cooperatively with the appropriate supervisor, a program of inservice training and supervision for teachers in his school;
6. Develop and continually review a program designed to improve instruction within his school;
7. Supervise and evaluate all school personnel.

REGULATION 5-8.5 (E) DUTIES RELATING TO EMPLOYEES

Each principal, in order to develop sound and productive relationships with the teaching personnel assigned to his school, shall:

1. Interview applicants for teaching positions in his school;
2. Assign teachers in his school to such specific teaching duties, activities and general duties as are necessary for the efficient operation of the school, on the advice of the division superintendent;
3. Assign teachers to instructional spaces and duty stations within the school;
4. Interpret to teachers the policies and regulations of the School Board, the Virginia Board of Education and applicable law;
5. Advise teachers on methods of instruction;
6. Confer with and assist teachers with problems of instruction and student discipline;
7. See that all teachers accurately maintain required records and submit promptly all reports as may be required;
8. Evaluate the performance of the teachers under his direction. When a teacher is found unsatisfactory in teaching ability, general influence, or cooperation or shall fail to conform to the policies and regulations of the School Board, Virginia Board of Education, or applicable law, the principal shall at once call the matter to the teacher's attention and assist in immediate correction. If correction is not made within a reasonable time, he shall notify the division superintendent or his designee and follow the appropriate procedures as mandated by applicable law, policies and regulations of the School Board and Virginia Board of Education.
9. Principals and assistant principals shall receive training regarding the evaluation and documentation of employee performance consistent with applicable law.

REGULATION 5-8.5 (F) RESPONSIBILITIES FOR STUDENTS

In order to provide for the general welfare of students under his supervision, each principal shall:

1. Have overall responsibility for the supervision of students during the school day, while being transported to and from school, and during any activity or function sponsored by the school and attended by students;
2. Secure written permission from parents before students participate in school trips. Such written statements shall be kept on file for a reasonable length of time.
3. Hold fire drills in accordance with School Board Policy and regulations and applicable law.
4. Keep an accurate record of all non-resident students and report same on a form provided to the division superintendent;
5. Make every effort to contact the parents at once in cases of accident or serious illness of a student. If necessary, call the rescue squad to transport the student to his hospital his family physician, or call the student's family physician to the school, as the individual case may require;
6. Make a careful daily check to discuss causes of student absences and to notify parents promptly when students are absent without sufficient excuse, consistent with Virginia's Compulsory Attendance laws and School Board policies and regulations;
7. Require a written excuse from parents of students who return to school following an absence. Verbal explanation by a parent of a student's absence to the principal may be deemed sufficient in some cases;
8. Administer student discipline consistent with The Student Code of Conduct. The principal, when the case warrants such action, may suspend a student from attendance, consistent with applicable law and School Board policies and regulations, immediately notifying the student's parents by letter and sending a copy to the division superintendent. Should the principal deem permanent expulsion is necessary, such recommendation shall be made to the School Board through the division superintendent;
9. Be responsible for the assignments of students to classes. Each high school principal shall see that each student is assigned a counselor to assist him in selection of his subjects and to see that each high school student has on file an approved five-year program, approved by the student, his parent or guardian, and his counselor;
10. Hold the number of entertainments, parties, and school day socials in which students participate to a minimum. The principal should schedule such activities on weekends or immediately preceding a holiday, limited to two (2) per year.
11. Assign an adequate number of school personnel to perform supervisory duties during all school sponsored activities;
12. Approve all announcements and see that they are made at appropriate times by authorized persons;
13. Ensure that during the five (5) school days prior to examination, all extra in-school activities are suspended;
14. Refrain from sending any student on assignments or errands for the school unless under the supervision of responsible school authorities.

REGULATION 5-8.5 (G) DUTIES RELATING TO PATRONS AND THE COMMUNITY IN GENERAL

In fostering a harmonious relationship with patrons and the community, each principal shall:

1. Establish and maintain appropriate relationships between the home, the school, and the community;
2. Arrange conferences, needed or requested, between patrons and teachers;
3. Promote the establishment and maintenance of an active association of parents, teachers and/or students;
4. Arrange such special events within the school designed to promote the program of the school to the community;
5. Prohibit sale in and around the school of articles of any kind, or tickets for any programs except those given by the schools themselves, or those for causes that have been approved by the division superintendent and the School Board;
6. Prohibit advertisements in the schools for any causes not approved by the division superintendent and the School Board, with the exception of blotters, pencils, book covers, and other related school items;
7. Restrict collections of any kind to be taken in the schools for any purpose other than those for individual class projects or those approved by the division superintendent and the School Board;
8. Forbid students to engage in door to door selling of articles in order to raise funds for school activities without the permission of the division superintendent and the School Board, and required by School Board Policy.
9. Encourage parents/guardians to attend and participate in activities sponsored by the school.

REGULATION 5-8.5 (H) DUTIES RELATING TO BUSINESS SERVICES OF THE LOCAL SCHOOL

In order to foster an efficient and accurate system of accounting and record keeping in each school, each principal shall:

1. Collect and prepare reports and compile data as shall be requested by the division superintendent or required by the Virginia Department of Education;
2. Keep an accurate and up-to-date system of student accounting and cumulative records on forms provided;
3. Withhold the releasing of lists of students' and teachers' names, addresses, and telephone numbers from anyone until the principal has investigated and has determined that release of any such information is consistent with School Board policies and regulations and applicable law regarding student and personnel records;
4. Keep records concerning students confidential;
5. Require that all funds collected in the school be accounted for and receipts issued by persons receiving such funds and be deposited in one central school fund. Cafeteria funds shall be deposited in a second central account or sub-account in the name of the school;
6. See that all receipts, disbursements and other records relating to internal accounting are kept on forms provided, and by methods stipulated by applicable law or such forms and guidance as from time to time is provided by the Virginia Board of Education or Department of Education;
7. Instruct all persons, teachers and students that funds in any amounts may not be left in school buildings overnight;

8. Make financial records of the central school fund and cafeteria fund available at all times for examination or audit as may be desired by the division superintendent or the School Board;
9. Present all fiscal records with substantiating data as of June 30th each year for audit by a central auditor employed by the School Board;
10. Prepare monthly financial statements for the School Board on forms provided;
11. Keep all financial records consistent with applicable law.

REGULATION 5-8.5 (I) DUTIES RELATING TO MAINTENANCE AND OPERATION

In order to maintain an attractive, clean and well-kept school building, each principal shall:

1. Help in the selection of custodial personnel by working with the building maintenance supervisor and the division superintendent to select persons to be recommended to the School Board for appointment;
2. Supervise all custodial personnel assigned to his building, making periodic inspections and consulting with such personnel in terms of work schedules and evaluation of performance, and reporting any neglect of duties to the division superintendent through the building maintenance supervisor;
3. Make and/or approve all requisitions for supplies, equipment and repairs needed from the School Board office. All such requisitions will be made on forms provided.
4. Ensure that the flags of the United States and the Commonwealth of Virginia are properly displayed on school days in a manner prescribed by law;
5. Ensure that his school building is kept secure during the holidays. Precautions must be taken to provide necessary heat to prevent frozen pipes or other property.

REGULATION 5-8.5 (J) DUTIES RELATING TO STUDENT TRANSPORTATION

Since students are under the supervision of school personnel from the time they leave home each morning until they return in the afternoon, each principal shall:

1. Be jointly responsible with the director of transportation and the division superintendent for the conduct of students while being transported on school buses to and from school;
2. Be responsible for assigning a faculty member(s) to supervise the loading and unloading of school buses at the school;
3. Hold such meetings of bus drivers with the director of transportation as may be necessary to instruct them properly in their duties and responsibilities;
4. Compile and transmit to the division superintendent such necessary reports and records relating to student transportation as may be required;
5. Cooperate with the director of transportation and the division superintendent in the selection of bus drivers to be recommended to the School Board for hire;
6. Be prompt in reporting any serious violation of regulation governing student transportation to the director of transportation and or the division superintendent.

REGULATION 5-8.5 (K) PRINCIPALS: DUTIES RELATING TO THE USE OF SCHOOL BUILDINGS

In order to protect public property and to reserve school buildings primarily for the instructional use of students, each principal shall:

1. Accept the responsibility for the general supervision of the grounds and buildings including ensuring the neatness of the building and preventing/remedying other school board property;
2. See that all parties, dances, and other school-sponsored functions be properly chaperoned and conducted and that responsible instructional personnel assume responsibility for the conduct and safety of all students and others who are participating in a school-sponsored activity;
3. Control the sale of articles of food and merchandise on school premises. Student organizations, with permission of the school principal, may sell refreshments at school entertainments, dances and athletic functions;
4. Review requests and grant permission for the use of school buildings by community groups after consulting with the division superintendent, and in keeping with School Board Policy and Regulations regarding the use of school buildings by non-school groups. Any fee charged for the use of the school buildings shall be established by the division superintendent and the School Board.

POLICY 5-8.6 TEMPORARY PERSONNEL

Administrative Internships

A program of administrative internships shall be established for the Hanover County Public Schools through which members of the professional staff and graduate students shall be eligible to act as temporary assistants to members of the administrative staff.

The purposes of the program shall be:

1. To provide specific administrative services which have been clearly recognized as desirable for the improvement of the school division.
2. To promote among the staff a better understanding of the functions performed by the various departments of the school division.
3. To develop administrative ability among staff members and graduate students who have a potential for and an interest in school administration.

The program shall be designed so as to:

1. Require an expenditure of funds in keeping with its value as one part of the total plan of growth opportunities for the professional staff.
2. Select the best qualified applicants.
3. Operate without harm to other functions of the school division.

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

Recodified: August 2000

POLICY 5-8.7 EVALUATION OF ADMINISTRATIVE STAFF

The evaluation of the Hanover County Public Schools administrative staff is the responsibility of the division superintendent and/or his designee. These evaluations shall be based upon:

1. The effectiveness of the administrator in his role as defined by the applicable job description.
2. The accomplishments of both short- and long- range objectives defined early in the year.
3. The subjective judgement of the administrator's immediate superior.

These evaluations shall be the basis for the recommendations of the division superintendent as to the continued employment and compensation of the individuals concerned.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-253.12.13:1, 22.1-253.13:5, 22.1-294, 22.1-297.

ACCOMPANYING REGULATIONS

- 5-8.7 (A) EVALUATION OF CENTRAL OFFICE PERSONNEL
- 5-8.7 (B) EVALUATION OF PRINCIPALS

REGULATION 5-8.7 (A) EVALUATION OF CENTRAL OFFICE PERSONNEL

The process of evaluation is one of the major means of collecting data for measuring and improving the performance and effectiveness of administrators/supervisors/specialists. Evaluating the effectiveness of administrators/supervisors/specialists, however, is a complex process. In the Hanover County Public Schools it is a cooperative effort involving the person being evaluated, the person doing the evaluation and other appropriate personnel who provide additional insight and information.

Formal evaluation is a continuous process, i.e., the ending of one formal evaluation marks the beginning of the next. Each formal evaluation includes two (2) highly integrated phases. There is an initial formative phase and a culminating summative phase. Essential elements of formative evaluation include target setting and strategies for achievement or targets over a designated period of time. Summative evaluation includes: 1) determining how well the evaluatee has achieved his targets performed the duties of the position, and 2) making recommendations concerning factors such as reemployment, professional development, promotion and salary.

The formative evaluation phase begins in the early fall. The evaluatee begins this phase by identifying performance areas of strength and performance areas needing improvement. Once these areas have been identified, the evaluatee develops measurable performance targets for the year. These performance targets are shared with and reviewed by the evaluator. A meeting is held between the evaluatee and the evaluator and the meeting is culminates with the evaluator receiving an approved set of performance targets.

From early fall through winter the evaluatee is responsible for achieving the pre-established performance targets and accurately documenting the extent to which these targets have been achieved. The formative phase culminate with the evaluatee writing and submitting the formal report to the evaluator. The report includes targets, how well targets have been met, and appropriate documentation.

The summative evaluation phase begins with the evaluator receiving and reviewing the evaluatee's formal written report. The evaluatee and/or various contributors may be contacted by the evaluator for purposes of clarifying and/or providing additional information.

The summative phase is completed when the evaluator makes a final written report of how well the evaluatee has achieved his performance targets for the year. The report leads to specific recommendations such as focused training, retention, promotion, transfer, dismissal and salary.

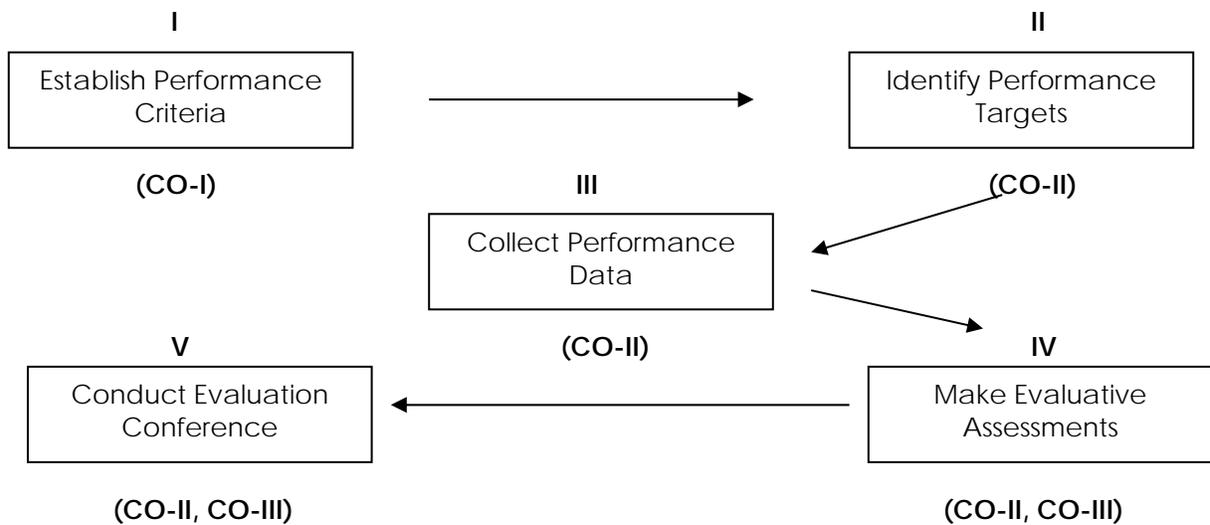
A full evaluation consists of formative and summative phases and is conducted the first year a central office employee is employed and biennially afterwards unless performance was unsatisfactory the previous year. A partial evaluation consists of completing a self-diagnosis and voluntary target setting. The summative evaluation is the evaluator's assessment of how well the evaluatee has performed the duties of the position.

Statement of the Rationale of the Evaluation Plan

Central office personnel will be evaluated for improvement of performance and development. Competence specific purposes of evaluation are:

1. To improve leadership performance.
2. To ensure accountability for job performance.
3. To identify and document specific areas in need of improvement.
4. To document satisfactory performance for merit pay increase.

Evaluation of Central Office Personnel (Model)



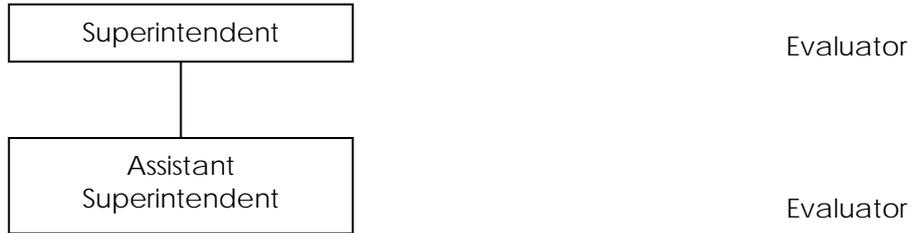
Establish Performance Criteria

Other Administrative/Supervisory/Specialist Personnel: Positions and duties are described in the Hanover County Public Schools Job Description Manual. The Uniform Pay System and duties are listed in School Board policies and regulations.

CO-1 Identify Performance Targets

Models for Evaluating Central Office Personnel

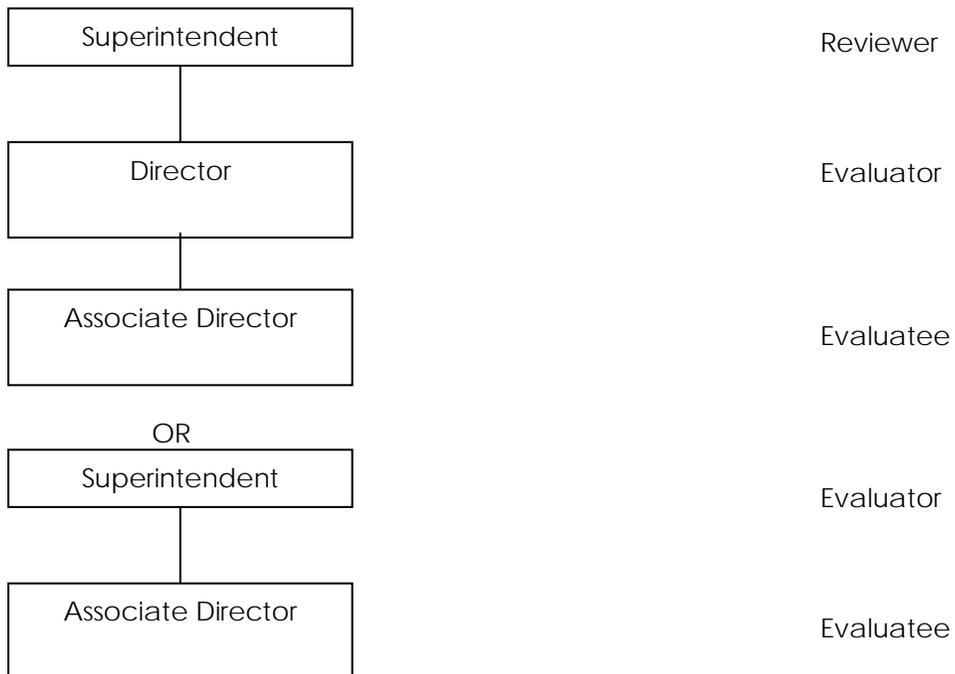
1. Assistant Superintendent (Model I)



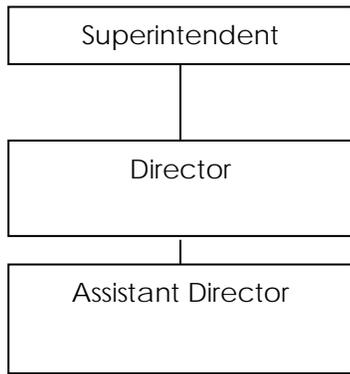
2. Director (Model II)



3. Associate Director (Model III)



4. Assistant Director (Model IV)

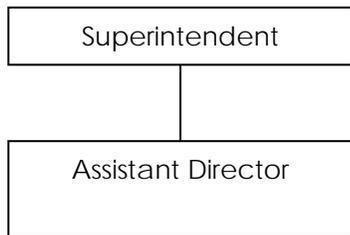


Reviewer

Evaluator

Evaluatee

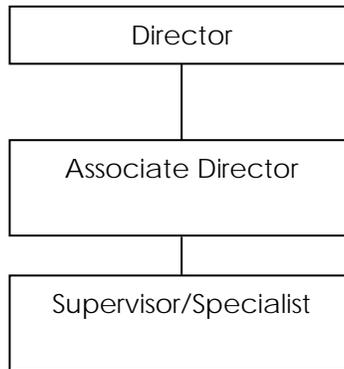
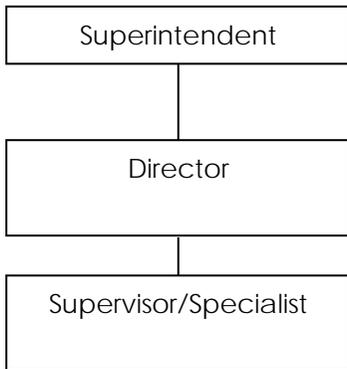
OR



Evaluator

Evaluatee

5. Supervisor and Specialist (Psychologist, Social Worker, Visiting Teacher) (Model V)

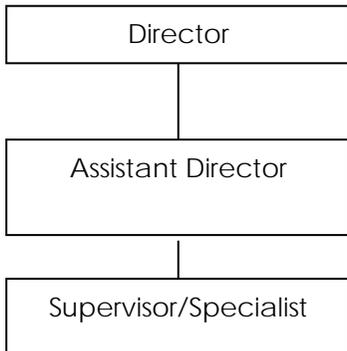


Reviewer

Evaluator

Evaluatee

OR



Reviewer

Evaluator

Evaluatee

CO-1 Definition of Roles

1. Evaluator - The immediate supervisor of the evaluatee assists in setting performance targets, monitors evaluatee's performance, assesses quality of performance, and confers with evaluatee.
2. Evaluatee - Assesses personal strengths and areas needing improvement. Develops performance targets cooperatively with evaluator and assesses and documents personal performance throughout year. Final conferences held with evaluator at end of year.
3. Contributor - Contributes to the evaluator's assessment of the evaluatee.
4. Reviewer - The administrator or supervisor immediately above the evaluator reviews the evaluator's performance targets and the evaluator's assessment of the evaluatee and serves as a validator.

Formulating Performance Targets

1. Evaluator and the evaluatee will cooperatively identify strengths and areas in need of improvement.
2. Measurable performance targets will be written in behavioral terms.
3. The nature of the performance targets will dictate outputs.

Frequency of Evaluation

Central office personnel shall be formally evaluated during their first year of employment. Personnel will then be formally evaluated biennially unless performance during the previous year was determined unsatisfactory. Formal evaluations include a formative and a summative phase. A self-diagnosis and conference with the identified evaluator will be conducted annually.

Timetable

Date	Action
By October 1	(a) Notification is sent to evaluatee. (b) Instructions and forms are provided. (c) Evaluatee reviews scope of major duties and responsibilities and complete CO-1.
By October 15	(a) Evaluatee recommends performance targets. (b) Evaluator reacts to appropriateness of targets and recommends additions and/or revisions and completes CO-II.

CO-II Collect Performance Data (Observe)

Timeline – October 15 to February 14

Monitors and Documents Achievement of Targets. Examples of targets to be documented:

1. School Handbooks
2. Annual School Plans
3. Master Schedule
4. Organization Structure
5. All Reports
6. Student Schedules
7. Condition and use of equipment
8. Amount of time spent in supervisions
9. Student Discipline records
10. Test Scores
11. Student Attendance
12. Condition and Use of school records
13. Administrative and supervisory contacts
14. Professional staff training

Monitor the following performance characteristics:

*1	Leadership	Ability to involve others in solving problems; ability to recognize when a group requires direction to interact with a group effectively and to guide them to the accomplishment of a task.
*2	Educational Values	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.
3	Accountability	Willingness to be held responsible for leadership behavior.
4	Knowledge	Depth and breadth of knowledge in management, supervisory services, and related areas.
*5	Organizational Ability	Ability to plan schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
*6	Personal Motivation	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
*7	Problem Analysis	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
8	Initiative	Willingness to act without undue prodding.

9	Follow-through	Effectiveness in carry out plans and actions.
*10	Decisiveness	Ability to recognize when a decision is required and to act quickly.
11	Communication	Extent to which superiors and subordinates are kept informed about school.
*12	Oral Communication	Oral Communication Ability to make a clear oral presentation of facts or ideas.
*13	Written Communication	Ability to express ideas - clearly in writing; to write appropriately for different audiences - students, teachers, parents, et al.
*14	Sensitivity	Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
15	Temperament	Emotional maturity.
*16	Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
17	Loyalty	Commitment to colleagues and school system.
18	Dependability	Steadfastness in fulfilling duties.
*19	Judgement	Ability to reach logical conclusions and make high quality decision based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications; use of good sense in leadership behavior.
20	Innovation	Degree to which innovations and new ideas are undertaken.

*NASSP terms and definitions.

Procedure for Documenting Evidence of Unsatisfactory Performance

1. Evaluator notifies evaluatee of areas of unsatisfactory performance in writing.
2. Evaluator will make recommendations to improve the areas of unsatisfactory performance.
3. When improvement reaches a satisfactory level, evaluatee will be notified in writing.
4. If improvement does not reach a satisfactory level by February 15, evaluatee will be notified in writing.
5. Notification of recommendation for probation, transfer, or release will be given by March 1 if unsatisfactory performance continues.

Appeal Procedures to Individuals Whose Performance Has Been Judged to be Unsatisfactory

- 1. Evaluator should be notified within five (5) days of receipt of CO-III and conference arranged.
- 2. If evaluatee does not agree with evaluation, he may appeal to division superintendent.
- 3. If evaluatee continues to disagree with evaluation, he may appeal to the School Board and an informal conference may be granted.

CO-II. Evaluation Forms and Records

- 1. Central Office Forms
 - a. CO-I
 - b. CO-II
 - c. CO-III

CO-III Make Evaluative Assessments

Timetable

Date	Action
Feb. 15 - Feb. 28	Evaluatee completes self-assessment of performance targets. (CO-II B)
Mar. 1 - Mar. 31	Evaluator completes assessment form for evaluatee and holds conference. (CO-II C, CO-III)
April 1	All evaluations are completed and forms are sent to personnel office with copies retained by evaluatee and evaluator.

Guidelines for Evaluation

- 1. Analyze performance. What measurable results have been accomplished?
 - a. Look for evidence of achievement.
 - b. Note quality as well as quantity.
 - c. Estimate extent of "forward."
- 2. Other Pertinent Topics
 - a. Assess methods used. How does the evaluatee get the job done?
 - 1. Does he delegate?
 - 2. Does he lead or dictate?
 - 3. What are his work attitudes?
 - 4. Does he develop staff members and those with whom he works?
 - b. Assess personal qualities. What impression does the individual make upon his subordinates? Peers? Superiors?
 - 1. What is the strongest personal quality?
 - 2. What is the most noticeable?
 - 3. What quality needs most immediate attention?

- c. Potential for advancement. What is the individual's promotability?
 - 1. Immediately promotable?
 - 2. If not immediately promotable, what improvements are needed?
 - 3. Not promotable.

- d. Action needed for improvement.
 - 1. More training?
 - 2. Transfer?
 - 3. Counseling?
 - 4. Other (specify) _____.

REGULATION 5-8.7 (B) EVALUATION OF PRINCIPALS

Principals and assistant principals shall be evaluated based on criteria established by all applicable law and Hanover County School Board policies and regulations. There is a growing body of evidence today supporting the concept that effective principals and effective schools are intimately related. In fact, the Commission on Excellence stated that "the principal is the single most important person in a school...." In this context, school improvement is intimately related to principal improvement.

The process of principal evaluation is one major means for bringing about improvement in performance and effectiveness of principals and schools. Evaluating the effectiveness of a principal, however, is a complex process. In the Hanover County Public Schools it is a cooperative effort involving the person being evaluated, the person(s) doing the evaluation, and those contributors who provide additional insight and information.

Evaluation is a continuous process. Formal evaluations are conducted over the period of an academic year; however, the ending of one annual evaluation marks the beginning of the next.

Each annual evaluation includes two (2) highly integrated phases. There is initial formative phase, and a culminating summative phase.

The formative evaluation phase begins in the early fall. The principal begins this phase by identifying performance areas of strengths and performance areas needing improvement. Once these areas have been identified, the principal develops a set of measurable performance targets for the year. Performance targets are forwarded to the appropriate evaluator who reviews the targets. A meeting is held between each principal and evaluator and the meeting is culminates with the principal receiving an approved set of performance targets.

From early fall through winter the principal is responsible for achieving the pre-established performance targets and accurately documenting how well the targets were achieved. The formative phase culminates with the principal writing and submitting the formal report to the evaluator. The report includes targets, how well targets were met, and appropriate documentation.

The summative evaluation begins with the evaluator receiving and carefully reviewing the principal's formal written report. The principal and/or various contributors may be contacted during this time for purposes of clarifying and/or providing additional information.

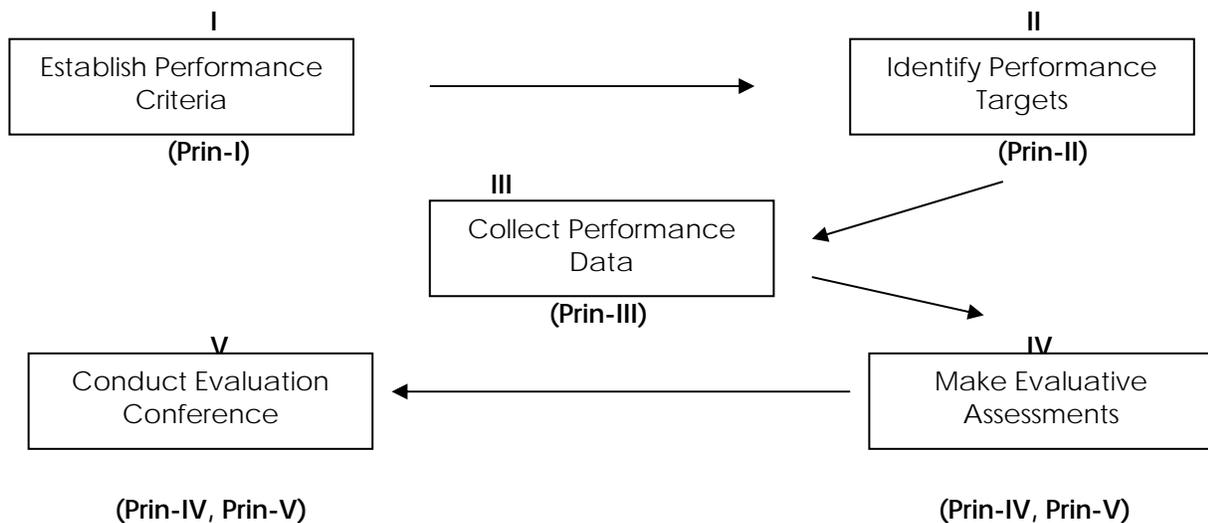
The summative phase is completed when the evaluator makes a final written report of how well the principal achieved his targets for the year. The report leads to specific recommendations concerning areas such as focus training, retention, promotion, transfer, dismissal, and salary.

Statement of the Rationale of the Evaluation Plan

Principals will be evaluated for improvement of performance and the development of competence. Specific purposes of evaluation are:

1. To improve leadership performance.
2. To ensure accountability for job performance.
3. To identify and document specific areas in need of improvement.
4. To document satisfactory performance for merit pay increases.

Evaluation of Principals (Model)

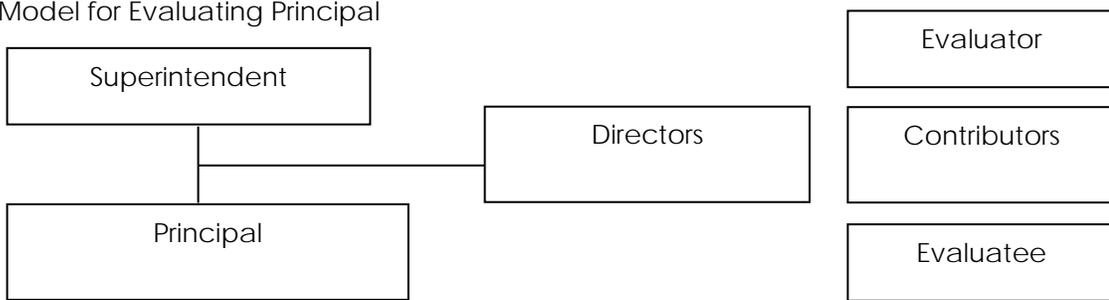


Establish Performance Criteria

1. Division superintendent: Position and duties are prescribed by law, regulations of the Virginia Board of Education, and polices and regulations of the School Board.
2. Other administrative personnel: Positions and duties are described in the Hanover County Public School's Job Description Manual, Uniform Pay Systems, and duties as listed in School Board policies and regulations.

Identify Performance Targets

Model for Evaluating Principal



Definition of Roles

1. Evaluator - The immediate supervisor of the evaluatee assists in setting performance targets, monitors evaluatee's performance, assesses quality of performance, and confers with evaluatee.
2. Evaluatee - Assesses personal strengths and areas needing improvement. Develops performance targets cooperatively with evaluator and assesses and documents personal performance throughout year. Final conferences held with evaluator at end of year.
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Formulating Performance Targets

1. Evaluator and the evaluatee will cooperatively identify strengths and areas in need of improvement.
2. Measurable performance targets will be written in behavioral terms. Targets will be measurable.
3. The nature of the performance targets will dictate outputs.

Frequency of Evaluation

Principals may be evaluated in the first and third years. The second year involves a partial evaluation unless performance during the previous year was determined unsatisfactory. After the third year full evaluations may be made biennially. A self-diagnosis and conference with the identified evaluator will be conducted annually.

Timetable

Date	Action
By October 1	(a) Notification is sent to evaluatee. (b) Instructions and forms are provided. (c) Evaluatee reviews scope of major duties and responsibilities and complete PRIN-1.
By October 15	(a) Evaluatee recommends performance targets. (b) Evaluator reacts to appropriateness of targets and recommends additions and/or revisions and completes PRIN-II.

Collect Performance Data (Observe)

Timeline – October 15 to February 14.
Monitors and Documents Achieved of Targets
Examples of targets to be documented:

1. School Handbooks
2. Annual School Plans
3. Master Schedule
4. Organization Structure
5. All Reports
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9. Student Discipline records
10. Test Scores
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13. Administrative and supervisory contacts
14. Professional staff training

Monitor the following performance characteristics:

*1	Leadership	Ability to involve others in solving problems; ability to recognize when a group requires direction to interact with a group effectively and to guide them to the accomplishment of a task.
*2	Educational Values	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.
3	Accountability	Willingness to be held responsible for leadership behavior.
4	Knowledge	Depth and breadth of knowledge in management, supervisory services, and related areas.

*5	Organizational Ability	Ability to plan schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
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*7	Problem Analysis	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
8	Initiative	Willingness to act without undue prodding.
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15	Temperament	Emotional maturity.
*16	Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
17	Loyalty	Commitment to colleagues and school system.
18	Dependability	Steadfastness in fulfilling duties.
*19	Judgement	Ability to reach logical conclusions and make high quality decision based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications; use of good sense in leadership behavior.
20	Innovation	Degree to which innovations and new ideas are undertaken.

*NASSP terms and definitions.

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2. Evaluator will make recommendations to improve the areas of unsatisfactory performance.
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4. If improvement does not reach a satisfactory level by February 15, evaluatee will be notified in writing.
5. Notification of recommendation for probation, transfer, or release will be given by March 1 if unsatisfactory performance continues.

Appeal Procedures to Individuals Whose Performance Has Been Judged to be Unsatisfactory

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2. If evaluatee does not agree with evaluation, he may appeal to division superintendent.
3. If evaluatee continues to disagree with evaluation, he may appeal to the School Board and an informal conference may be granted.

Evaluation Forms and Records

1. Principal and Assistant Principal Forms
 - a. Prin-I
 - b. Prin-II
 - c. Prin-III
 - d. Prin-IV
 - e. Prin-V
2. Other Pertinent Topics
 - a. Assess methods used. How does the evaluatee get the job done?
 1. Does he delegate?
 2. Does he lead or dictate?
 3. What are his work attitudes?
 4. Does he develop staff members and those with whom he works?
 - b. Assess personal qualities. What impression does the individual make upon his subordinates? Peers? Superiors?
 1. What is the strongest personal quality?
 2. What is the most noticeable?
 3. What quality needs most immediate attention?
 - c. Potential for advancement. What is the individual's promotability?
 1. Immediately promotable?
 2. If not immediately promotable, what improvements are needed?
 3. Not promotable.
 - d. Action needed for improvement.
 1. More training?
 2. Transfer?
 3. Counseling?
 4. Other (specify) _____.

POLICY 5-8.8 ADMINISTRATION: CONDITIONS OF EMPLOYMENT

Salary Schedule

The Hanover County School Board shall adopt and maintain under continuous review a system of compensation for administrators and supervisors. It shall be based upon the responsibilities of the positions, classification of the positions, the employees' experiences in relevant positions, and the employees' educational achievements.

The initial placement of an individual upon the administrative salary schedule shall take into consideration:

1. Type and length of previous experience in this or similar positions.
2. Salary scale of positions with similar duties and responsibilities.
3. Recommendations of the division superintendent.

The annual advancement of an individual upon the salary schedule shall depend upon the following criteria:

1. Position level.
2. The annual evaluation of performance.
3. Recommendation of the division superintendent.
4. Availability of funds.

Vacation and Leave

Administrators and supervisors with twelve-month contracts shall be entitled to leave as specified in Section V, Article VII of the Hanover County School Board Policy and Regulation Manual.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-79.

Recodified: August 2000

POLICY 5-8.9 PROFESSIONAL DEVELOPMENT

There shall be an organized program of professional development for all administrative employees of the Hanover County School Board directed towards increasing their knowledge, improving their performance and upgrading the school division. The division superintendent shall allocate such time of administrative employees as he judges to be necessary for the program. The division superintendent is authorized to employ non-school persons to assist or conduct these programs to the extent that funds have been approved in the annual budget.

Meetings Conferences and Conventions

Division Superintendent

The division superintendent may attend conventions, conferences, institutes, and meetings that may prove beneficial to him and the school division. The division superintendent shall designate an administrator in the central office to assume temporarily his responsibilities when he must travel outside the school division. The expenses paid or shared by the School Board for conventions, meetings, and institutes that the division superintendent attends shall be limited to travel, food, lodging, and fees.

Administrators, Supervisors and Support Personnel

The School Board encourages the attendance of administrative employees at conventions, meetings and institutes which will provide enrichment and professional growth. All such attendance shall be approved in advance by the division superintendent or his designee and shall be within the limits of the approved budget.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-253.13:5.

Recodified: August 2000

POLICY 5-8.10 COMMUNICATIONS WITH THE STAFF

Staff to Board

The division superintendent shall establish a system of communications between the School Board and its employees in order that the views of all school employees can be received in an orderly and constructive manner. Cabinets, councils and committees designed to accomplish this objective shall have as one function the recommendation to the School Board of revisions in School Board policies. The division superintendent shall communicate such recommendations to the School Board.

Board to Staff

Administrative regulations implementing School Board policies shall be included in the appropriate staff handbooks. Monthly extracts of School Board minutes to include such matters that are of interest to employees or the community at large shall be circulated to the staff.

Generally

The division superintendent may issue such administrative bulletins, circulars, memoranda, manuals or booklets as may be deemed necessary for the effective administration of the school division. All regulations or instructions shall be consistent with policies adopted by the School Board and shall be binding on all employees.

LEGAL REFERENCE: Code of Virginia, 1950, as amended § 22.1-253.13:7.

Recodified: August 2000
