

POLICY SERVICES

ADVISORY

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Policy Advisory No. 473 GCJ — Professional Staff Probationary
and Continuing Status

Policy Advisory No. 474 GCK — Professional Staff Assignments and Transfers

Policy Advisory No. 475 GCO — Evaluation of Professional
Staff Members
GCO-RA — Evaluation of Professional
Staff Members

Policy Advisory Discussion

In the last two years there have been substantial changes made in the way that teachers are evaluated. Recently, the Fifty-first Legislature, First Regular Session, 2013, passed House Bill 2500 (Laws 2013, Chapter 149). The new law builds on changes made in the 2012 legislative session (HB2823: Laws 2012, Chapter 259) and clarifies many of that earlier bill's provisions. Arizona Revised Statutes sections affected include 15-501, 15-536, 15-537, 15-538, 15-538.01, 15-539, and 15-550.

Most importantly, HB2500 applies retroactively from and after June 30, 2013. Because of this, in order to adopt the statutory changes and subsequent modifications to the policy in a timely manner, the Governing Board may choose to utilize the provision of Policy BGB which provides in the last sentence that "Policies may be adopted or amended at a single meeting of the Board in a Board-declared emergency."

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Finally, because the changes brought by HB2500 are so substantial, and because the model policies have not only incorporated these changes but also have been substantially re-written to provide greater clarity, we are providing these changes as new policies *which need to be adopted anew in their entirety*. This is the reason there are no line-outs and inserted language like you would see in other policy advisories. Simply put, these model policies are designed to be replacements for the existing model policies.

Policy Advisory No. 473. Policy GCJ — Professional Staff Probationary and Continuing Status. Policy GCJ is updated to reflect statutory changes in how a certificated teacher is classified. A “Non-continuing” teacher is now referred to as a “probationary” teacher. The definition for a continuing teacher has changed. In order to be a “continuing teacher” you must have:

- 1) Been employed by the district for a major portion of three consecutive school years (current law).

PLUS

- 2) Not been designated in the lowest performance classification for the previous school year.

A continuing teacher whose performance has slipped into the lowest performance classification, will revert to probationary status. This teacher can regain continuing status if the teacher subsequently is designated in one of the top two performance classifications.

Policy Advisory No. 474. Policy GCK — Professional Staff Assignments and Transfers. Policy GCK is amended to reflect clarifying changes needed following other more substantive changes in statute (which are reflected in other policies). These changes can be seen in HB2500 (A.R.S. 15-537, subsection D).

Policy Advisory No. 475. Policy GCO — Evaluation of Professional Staff Members and GCO-RA — Evaluation of Professional Staff Members. Policy GCO contains several substantial revisions. In addition to adopting changes to policy to come into compliance with the law, the Governing Board must take the following actions:

- 1) In consultation with teachers, develop a definition of inadequate classroom performance that aligns with the performance classifications recognized in statute and adopted by the State Board of Education; and

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- 2) Designate “qualified evaluators,” who are trained to evaluate teachers (and the adoption of training requirements for qualified evaluators);
- 3) A plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers.

For the adoption of the definition of inadequate classroom performance, Policy GCO does not contain a recommended definition since each district must consider a definition that 1) meets the statutory guidelines, 2) is made after consultation with Certificated district teachers and, 3) reflects the unique desires of the district, which may include a more rigorous standard than statute requires. **However, to start the conversation, we offer this SAMPLE definition of inadequate classroom performance:**

“Inadequacy of Classroom Performance”

A teacher's classroom performance is inadequate if:

- 1) During any school year, the certificated teacher receives either:
 - (a) a performance rating of "ineffective" with respect to the performance component of the District's evaluation instrument; or
 - (b) a rating of “ineffective” with respect to the District's evaluation instrument as a whole; or
- 2) During each year of two consecutive school years, the certificated teacher receives either:
 - (a) a performance rating of "ineffective" or "developing" with respect to the performance component of the District's evaluation instrument or
 - (b) a rating of “ineffective” or “developing” rating with respect to the evaluation instrument as a whole.”

“Consultation with certificated teachers” can be accomplished under the law by holding a public hearing (a Board meeting with the opportunity for public comment would suffice), forming an advisory committee or providing teachers the opportunity to respond to a proposed definition.

Governing Board Reminders

The Governing Board may provide for more than the mandatory minimum number of evaluations and observations indicated in GCO and GCO-RA; however, this is a local district determination which should be developed, distributed, and implemented with guidance from legal counsel whenever necessary.

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The Governing Board shall require that the administration compile an updated listing of those who have successfully completed district required evaluator training and submit the list to the Board prior to the first scheduled staff observation by an evaluator. The required training for evaluators may be developed and implemented by the district or services may be obtained from local, regional, or national educator training organizations.

As the policy is considered for adoption, the Governing Board shall provide for the required public notification and discussion of the various policy components, including the prior requirement that “the School District Governing Board adopt in a public meeting and implement by **school year 2013-2014** policies for principal evaluations.” Prior to adoption, the Governing Board shall provide opportunities for public discussion on the proposed policies. This opportunity may be provided in a Call to the Public in a regularly scheduled Governing Board meeting where the evaluation policies are being adopted.

By law, the evaluation policies must describe:

- 1) Incentives for teachers in the highest performance classification, **which may include multiyear contracts not to exceed three years (because the offering of multiyear contracts is a district option not mandated by law, it is not included in the model GCO – the Governing Board may choose to include this at their local option)**
- 2) Incentives for teachers in the highest performance classifications to work at schools that are assigned letter grades of *D* or *F*.
- 3) Protections for teachers who are transferred to schools that are assigned letter grades of *D* or *F*.
- 4) Protections for teachers if the principal of the school is designated in the lowest performance classification.
- 5) The principal evaluation instrument, including the four performance classifications and the alignment of professional development opportunities aligned with the results of the principal evaluations.

If you have any questions, call Policy Services at (602) 254-1100. Ask for Chris Thomas, Director of Legal/Policy Services; Dr. Terry Rowles, Assistant Director; Steve Highlen, Senior Policy Consultant; or Nick Buzan, Policy Consultant. Our E-mail addresses are, respectively, [cthomas@azsba.org], [trowles@azsba.org], [shighlen@azsba.org] and [nbuzan@azsba.org]. You may also fax information to (602) 254-1177.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to review the policy references and consult an attorney for further explanation.

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PROFESSIONAL STAFF PROBATIONARY AND CONTINUING STATUS

Probationary teacher means a certificated teacher who is not a continuing teacher.

Continuing teacher means:

- a certificated teacher who has been and is currently employed by the District for the major portion of three (3) consecutive school years, and;
- who has not been designated in the lowest performance classification for the previous school year or who has not regained continuing status after being designated as a probationary teacher.

A continuing teacher becomes a probationary teacher in the school year following having been designated in the lowest performance classification and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two (2) highest performance classifications.

Administrators are not covered under the terms of the teacher appointment and evaluation statutes and do not gain credit toward continuing status.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-501
15-502
15-536
15-538.01
15-539
15-544
15-546
15-547
A.G.O. I78-150
I78-286
I80-113
I83-131
I84-048

CROSS REF.: GCO - Evaluation of Professional Staff Members

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PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The Superintendent shall have the responsibility for the assignment of all personnel throughout the District. The procedure for assignment and transfer of professional staff members will be based on the needs of the instructional program. In addition, no right to school, grade, or subject assignment shall be inferred from the teacher's contract.

A teacher who has been employed by the District for the major portion of three (3) or more consecutive school years and who is currently designated in the lowest performance classification for two (2) consecutive school years shall not be transferred as a teacher to another school in the District unless the District has issued a preliminary notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher and the Governing Board has approved the new placement as in the best interests of the pupils in the school. Following a transfer under this provision, a teacher who continues to be designated in one of the two lowest performance classifications shall not be permitted to transfer to another school. A teacher shall not be transferred more than once under the provisions of this paragraph.

The transfer of teachers from one school to another school within the District shall take into consideration the needs of the pupils in the District and the current distribution of teachers across all of the four (4) performance classifications adopted by the State Board of Education.

Professional staff members may apply for transfer or reassignment, whether or not a vacancy exists. Transfers will not be approved during the school year unless the needs of the District dictate such approval.

In the case of vacancies in new or existing positions, first consideration will be given to qualified applicants among current employees.

The resolution of any conflicts over the need for a transfer shall be based on what is best for the instructional program, the needs of the students, and the overall needs of the District as defined by the Superintendent.

Adopted: date of Manual adoption

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EVALUATION OF PROFESSIONAL STAFF MEMBERS

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

Definition of Terms

In this policy:

- ***Certificated teacher*** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.
- ***Inadequacy of classroom performance*** means the definition of inadequacy classroom performance adopted by the Governing Board.
- ***Performance classifications*** means the four (4) performance classifications for teachers and principals under the law and defined by the State Board of Education.
- ***Qualified evaluator*** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

Evaluation of Classroom Teachers and Other Certificated Non- administrative Staff Members

The District evaluation instrument will:

- Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education;
- Include quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes;

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- Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;
- Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.

Performance classifications for teachers shall be the same four performance classifications adopted by the State Board of Education. The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At least annually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers.

The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year.
- A copy of the evaluation system shall be given to each teacher in the District.
- Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.
- The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.
- The Board will designate qualified evaluators.
- Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.
- The system will include incentives for teachers in the highest performance classification.
- The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.

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The Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

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By school year 2015-2016, the District teacher evaluation will address the following items to be inserted in this location after adoption by the Board.

Item 1

The Board shall describe performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification.

Item 2

The Board's dismissal or nonrenewal procedures shall require that the District issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.

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Inadequacy of Classroom Performance

A teacher's classroom performance is inadequate if:

INSERT DISTRICT LANGUAGE HERE.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

Evaluation of Principals, other Administrators and Psychologists

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists. Advice will be sought from those to be evaluated in the development of the performance evaluation system for each of these employee classifications.

Evaluation of Principals

The evaluation system for the evaluation of the performance of principals may include the over-all instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

The evaluation system for principals may include the following:

- Alignment of professional development opportunities to the principal evaluations.

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- Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of "D" or "F."
- Transfer and contract processes for principals designated in the lowest performance classification.

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. 15-203 of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

Evaluation of Other Administrators

The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the over-all instructional program and needs of the District. Evaluation procedures, timelines, and methods to be used for the communication of evaluation results will be reviewed with each employee prior to beginning the process.

Evaluation of Certificated School Psychologists

The evaluation system for certificated school psychologists shall include the following:

- Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.
- The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.
- Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.

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Contracts of Certificated Employees

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process.

The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-203	15-538.01
15-502	15-539 <i>et seq.</i>
15-503	15-544
15-536	15-549
15-537	15-918.02
15-537.01	15-977
15-538	
A.A.C. R7-2-605	

CROSS REF: GCF - Professional Staff Hiring
GCJ - Professional Staff Noncontinuing and Continuing Status
GCK - Professional Staff Assignments and Transfers
GCMF - Professional Staff Duties and Responsibilities
GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members
GDO - Evaluation of Support Staff Members

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REGULATION**REGULATION****EVALUATION OF PROFESSIONAL
STAFF MEMBERS****Evaluators**

The Superintendent will compile an updated listing of those who have successfully completed the District required evaluator training and submit this list of newly trained evaluators prior to the first scheduled staff observation by an evaluator to the Governing Board for designation as qualified evaluators. The evaluator shall be responsible for the final written and official statement of evaluation, which shall be in writing, and a copy shall be transmitted to the certificated teacher within five (5) days after completion of the evaluation. [A.R.S. 15-537]

The Superintendent shall implement the specific training requirements for qualified evaluators prescribed by the Governing Board.

Best practices for professional development and evaluator training adopted by the State Board of Education should be referenced by the Superintendent periodically as the State Board has the authority to periodically make adjustments to align with the model framework for teacher and principal evaluations with assessment data changes at the state level.

Classroom Observations by Evaluator:

- The teacher performance evaluation system shall include at least two (2) actual classroom observations of the certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. However, the Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.
- There shall be at least sixty (60) calendar days between the first and last observations.
- Preliminary notice of inadequacy may follow the first observation.
- The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan and be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.

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- An observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
- Informal or additional formal observations may be made at the discretion of the administrator. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.

Procedural Steps in the Process of Evaluation:

- The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan. Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior to the teacher's evaluation.
- Within ten (10) business days after each observation, the qualified evaluator observing the teacher shall provide written feedback to the teacher and a copy shall be retained for the principal's file. A third copy shall be placed in the teacher's personnel file and made available to authorized District officers and employees and as otherwise provided by law.
- The results of an annual evaluation shall be in writing, or provided in electronic format to the certificated teacher and a copy shall be transmitted or provided in an electronic format to the certificated teacher within five (5) business days after completion of the evaluation.
- Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.
- The certificated teacher may initiate a written reaction or response to the evaluation. The official evaluation shall be reduced to writing and signed by both the teacher and the evaluator. The teacher's signature shall not mean concurrence. The teacher shall be allowed ten (10) calendar days to write and submit any comments, which shall be attached to the evaluation.
- Copies of the evaluation report and performance classification of a certificated teacher retained by the Governing Board and the Department of Education are confidential, do not constitute a public record and shall not be released to any person except to those stipulated in A.R.S. 15-537 which allows release to certain prescribed parties, including school districts and charter schools that inquire about the performance of the teacher for prospective employment purposes.

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- A school district or charter school that receives information about a certificated teacher from the evaluation report and performance classification shall use this information solely for employment purposes and shall not release to or allow access to this information by any other person, entity, school district or charter school for employment purposes.

Preliminary Notice of Inadequacy of Classroom Performance:

- A teacher whose classroom performance has been evaluated as being inadequate shall be given a preliminary notice of inadequacy of classroom performance if the teacher may be dismissed or nonrenewed because of this notice. The notice will provide the teacher at least forty-five (45) instructional days in which to overcome the inadequacies and shall specify the nature of the inadequacy with such particularity as to furnish the teacher an opportunity to correct the inadequacies and maintain adequate classroom performance as defined by the Governing Board.
- The Superintendent is authorized to issue preliminary notice of inadequacy of classroom performance without prior Board approval. The Superintendent will notify the Board of such issuance within ten (10) days of such issuance.
- The preliminary notice of inadequacy of classroom performance shall be accompanied by a performance improvement plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance.

Nonrenewal/Dismissal of Certificated Employees:

- The Board shall authorize, as necessary, and send notice to teachers who will not be reemployed for the ensuing school year.
- The written notice of intention to dismiss or not to reemploy shall include a copy of any valid evaluation pertinent to the charges made.
- Notice of the Board's intention not to reemploy the teacher shall be made by delivering it personally to the teacher or by sending it by registered or certified mail to the teacher at the teacher's place of residence, as recorded in the District's records. The notice shall incorporate a statement of reasons for not reemploying the teacher.
- If a teacher does not correct inadequacies and demonstrate adequate classroom performance following the preliminary notice of inadequacy of classroom performance accompanied by a performance plan and the statutory time allocated for such improvement has elapsed, a written notice of intention to dismiss or not to reemploy may be issued.

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- The Governing Board shall give any certificated teacher notice of intention to dismiss or not to reemploy if such intention is based on charges of inadequacy of classroom performance. The Governing Board or its authorized representative at least forty five (45) instructional days before such notice, shall give the teacher written preliminary notice of inadequacy of classroom performance, specifying the nature thereof with such particularity as to furnish the teacher an opportunity to correct inadequacies and maintain adequate classroom performance. A notice of the Governing Board's intention to dismiss or not to reemploy for inadequacy of classroom performance shall not be issued until the District has completed an observation at the conclusion of a performance improvement plan.
- In the case of a continuing teacher, if the teacher does not demonstrate adequate classroom performance within the allotted time the Board shall dismiss the teacher as provided by statute.

Contracts of Certificated Employees

The Governing Board shall offer a teaching contract for the next ensuing school year to each certificated probationary teacher who is under a contract of employment with the District for the current school year, unless the Governing Board, a member of the Board acting on behalf of the Board or the Superintendent gives notice to the teacher of the Board's intention not to offer a teaching contract or unless such teacher has been dismissed.

The Governing Board shall offer to each certificated continuing teacher who has been employed more than the major portion of three (3) consecutive years and who is under contract of employment with the District for the current year a contract renewal for the next ensuing school year unless the teacher has been given notice of the Board's intent not to offer a contract and to dismiss the teacher as provided by statute.

The Governing Board shall offer a contract to each certificated teacher who is not designated in the lowest performance classification and was offered a contract in the prior year unless the teacher has been given notice of the Board's intent not to offer a contract and to dismiss the teacher.

The teacher's acceptance of the contract must be indicated within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer of a contract is revoked.

Receipt is considered to have occurred when the written contract is:

- personally delivered,
- placed in the teacher's school-provided mailbox, including electronic mail, or
- two (2) days after being placed in a United States Postal Service mail box.

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The teacher accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the teacher fails to accept the contract.

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. Additional provisions are as follows:

- If a contract has not been transmitted to the certificated employee by the end of the current school year, an electronic contract to that certificated employee, if provided in that format by the District, shall be transmitted prior to the start of the next school year shall be submitted to both the certificated employee's District e-mail as well as the certificated employee's personal e-mail in order to notify the certificated employee of the offer of contract.
- Each certificated employee shall be responsible for submitting his or her personal e-mail to human resources personnel at the District for this purpose.
- Documents transmitted in an electronic format pursuant to this subsection shall be considered written documents for the purposes of sections 15-536 and 15-538.01.
- If the Governing Board has so adopted, electronic signatures are to be followed by original signatures within a specified time period.
- The Governing Board that accepts an electronic signature for a certificated employee's contract shall provide validation to the certificated employee that the contract has been transmitted

***Principals, Other Administrators and
Certificated School Psychologists:***

- Evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria and process.
- The results of an annual evaluation shall be in writing, or be provided in electronic format, to the evaluatee and a copy shall be transmitted or provided in an electronic format within five (5) business days after completion of the evaluation.
- Evaluation documents and procedures shall be developed based on the unique responsibilities and expectations inherent in the assignment.
- The evaluation and performance classification of each principal in the District will be made available to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

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**Principal, Other Administrator, and
Certificated School Psychologist
Contract Renewal**

If the administrator's contract with the District is for more than one (1) year, but not exceeding three (3) years, on or before May 15 of the last year of the contract, the Board shall offer a contract for the next school year to the administrator unless on or before April 15 the Board gives notice to the administrator of the Board's intention not to offer a new administrative contract.

If the administrator's or psychologist's contract with the District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the administrator or psychologist unless on or before April 15 the Board gives notice to the administrator or psychologist of the Board's intention not to offer a new administrative contract or psychologist's contract.

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REGULATION**REGULATION****EVALUATION OF PROFESSIONAL
STAFF MEMBERS****(Procedures for Appeal of Evaluation)**

When an evaluation is used as the criterion for establishing a teacher's compensation, the teacher will be so informed at the conference where the evaluation is discussed.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal to the Superintendent no later than ten (10) days after the conference where the disputed evaluation is discussed.

The appeal to the Superintendent shall be limited to the sole issue of how the evaluation procedure used is at variance from the Board-adopted procedure. The burden of proof is on the teacher and the appeal may consist of a paper review. The decision of the Superintendent shall be final and not subject to further appeal or review.

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