TAZEWELL COUNTY SCHOOL BOARD MEETING

Tazewell County Career and Technical Center – Student Center
September 12, 2022
Closed Session, 5:00 p.m. - Regular Session, 6:30 p.m.

AGENDA

I.   **Call to Order,** *Donna Whittington, Chair*

II.   **Unscheduled Agenda Items**

III.   **Approval of Agenda**

IV.   **Closed Session, 5:00 p.m.**

    A.   Personnel, Section 2.2-3711 (A1)
    B.   Contracts, Section 2.2-3711 (A29)
    C.   Legal, Section 2.2-3711 (A7)
    D.   Property, Section 2.2-3711 (A3)
    E.   Students, Section 2.2-3711 (A2)

    Regular Session, 6:30 p.m.

V.   **Certification from Closed Session**

VI.   **Moment of Silence**

VII.   **Pledge of Allegiance**

VIII. **Consent Agenda**

    A.   Minutes of prior School Board Meeting (ACTION) *August 8, 2022*
    B.   Monthly Claims – Accounts Payable (ACTION)
    C.   Personnel Recommendations from Closed Session – School Board
        Approval of Appointments, Long-term Substitutes, Resignations,
        Retirements, Transfers, and Reassignments (ACTION)

IX.   **Approval of Student Disciplinary Committee Meeting Minutes**

    A.   August 8, 2022 – Mullins, Robinson, Whittington (ACTION)

X.   **Recognitions and Instructional Focus**

    A.   New Employees and Recent Retirees, *Donna Whittington, School Board Chair*
    B.   CollegeBoard's National Recognition Program Awardees - Richlands High School Students: Dorian Heifner, Joey Simmons, and Gavin Littrell, *Rickie Vencill, Principal, Richlands High School*
    C.   School Accreditation, *Chandra Ashby, Supervisor of Testing*
    D.   Information on Applied Behavioral Analysis (ABA Therapy), *Melanie Lashinsky, Director of Elementary Education/Title I and Melinda Smith, Director of Special Programs*

E.   Update from Kindergarten Camp, *Melanie Lashinsky, Director of Elementary Education/Title I*

F.   TCPS Custodian/Maintenance/Grounds Appreciation Day, *Deidra Hill, Deputy Superintendent*

XI.   **Hearing of Citizens**

XII.   **Hearing of Employees**

XIII.   **Unfinished Business**

XIV.   **New Business**

A.   Ratification of Poll Votes, *Donna Whittington, School Board Chair* (ACTION)
   - *August 16, 2022 – Personnel*
   - *August 29, 2022 – Personnel*

B.   Safety Committee Update, *Sgt. Landon Hieatt, Tazewell County Sheriff's Office* (ACTION)

C.   Approval of Law Enforcement Memorandums of Understanding, *Sgt. Landon Hieatt, Tazewell County Sheriff's Office* (ACTION)

D.   Approval of Revised Crisis Management Plan, *Sgt. Landon Hieatt, Tazewell County Sheriff's Office* (ACTION)

E.   Approval of Roof Bid for the Old Gym at Graham High School, *Eugene Parkhurst, Manager of Buildings and Grounds* (ACTION)

F.   Approval of the Appalachian Umpires Association (AUA) Agreement for the 2022-2023 Baseball/Softball Season, *James McGee, Director of Middle and High School Education* (ACTION)

XV.   **Superintendent's Report**

A.   School Health Services Update, *Lisa Singleton, FNP-C*

B.   School Nutrition Department Update, *Tim Jessee, Manager of Food Services*

C.   Update on School PA Systems and School Bus Radios, *Cynthia Hurley, Director of Career and Technical Education/Grants*

D.   Superintendent's update, *Dr. Chris Stacy, Division Superintendent*

XVI.   **Board Member Comments**

XVII.   **Adjourn/Recess**

This is a draft copy of the August 8, 2022 minutes and is subject to amendment. Minutes do not become official until approved by the School Board.

VIRGINIA: At a regular meeting of the Tazewell County School Board held at the Student Center of the Tazewell County Career and Technical Center on August 8, 2022 at 5:00 p.m.

PRESENT: Donna Whittington, Chair
Irene Mullins, Vice-Chair
Chris Moir, Board Member
Erik Robinson, Board Member
David Woodard, Board Member
Dr. Chris Stacy, Division Superintendent
Deidra Hill, Deputy Superintendent
Vicki Bailey, Clerk

Chair Whittington called the meeting to order at 5:00 p.m.

Unscheduled Agenda Items

Mrs. Mullins made a motion to add "Commonwealth's Attorney's Memo" as letter K under New Business and to approve the agenda as amended. Mr. Robinson seconded the motion, and the Board unanimously approved.

Closed Session

Pursuant to section 2.2-3711 of the Code of Virginia, a motion was made by Mrs. Mullins, seconded by Mrs. Moir, and unanimously passed to convene to a closed session for the purpose of discussing the following specific matters:

Personnel – Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining or resignation of employees as authorized by Section 2.2-3711 A 1 of the Code of Virginia.

Contracts – Discussion of the award of a public contract involving the expenditure of public funds as authorized by Section 2.2-3711 A 29 of the Code of Virginia.

Legal - Consultation with legal counsel and briefings by staff members or consultants or attorneys, pertaining to actual or probable litigation, or other specific legal matters requiring the provision of legal advice by counsel as authorized by § 2.2-3711 A 7 of the Code of Virginia.

Property – Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property as authorized by Section 2.2-3711 A 3 of the Code of Virginia.

Regular Session

The Board returned to open session at 6:41 p.m. Chair Whittington called the open session portion of the meeting to order.

Certification from Closed Session

In accordance with the Freedom of Information Act, a roll call vote was taken in which all members affirmed that only public business matters lawfully exempted from open meetings, as identified in the motion for closed session, were heard, discussed, or considered by the Board.

Moment of Silence and Pledge of Allegiance

Chair Whittington called for a moment of silence. Mrs. Mullins led the Pledge of Allegiance.

Consent Agenda

Mrs. Mullins made a motion to approve items A and B of the consent agenda as presented and item C of the consent agenda as amended. Mr. Woodard seconded the motion, and the Board unanimously approved.

Approval of Student Disciplinary Committee Meeting Minutes

Mrs. Mullins made a motion that the Tazewell County School Board approve the minutes from the July 11, 2022 Student Disciplinary Committee meeting. Mr. Robinson seconded the motion, and the Board unanimously approved.

Recognitions and Instructional Focus

A.   New Employees and Recent Retirees, *Donna Whittington, School Board Chair*

The School Board recognized employees recently hired or transferred to new positions and recent retirees.

B.   Summer School Report, *High School Assistant Principals* (SEE ATTACHED)

The high school assistant principals shared the attached presentation highlighting the 2022 summer school session.

C.   Testing/Accreditation Update, *Chandra Ashby, Supervisor of Testing*

Ms. Ashby told Board members that the preliminary results indicated all schools in Tazewell County were accredited. The biggest area of concern post COVID was chronic absenteeism.

D.   Virtual Academy Update, *Dr. Gary Williams, Director of Special Projects/TCCTC Principal*

Dr. Williams commended Katlin Kazmi, Director of the Region VII Virtual Academy, for her work in making the Academy a success. He advised the Virtual Academy was offered to all students. Virtual students could participate in all school activities and could also receive meals from the school division. Dr. Williams indicated there were more high school and middle school students in the Academy than elementary school students.

Hearing of Citizens

The following citizens spoke against the School Board's decision to remove Coach Lowe as coach of the Richlands Girls' Basketball Team:
1. Billy Sullivan
2. Chloe Reynolds
3. Haven Crabtree
4. Casey Addison
5. Annsley Trivette
6. Aly Lee
7. Addylane Queen
8. Rocky Hill
9. George Shelton
10. Joseph Trivette
11. Chloe Shelton
12. Rachael Rife
13. Logan Altizer
14. Charlton Breeding
15. Ashley Ward
16. Chad Vance

Caleb Cruey expressed concern to Board members regarding items that could possibly be banned from athletic events if the proposed athletic bag policy was approved.

Hearing of Employees

None

Unfinished Business

A. **Approval of Proposed Athletic Event Bag Procedure,** *Dr. Chris Stacy, Division Superintendent* **(SEE ATTACHED)**

Dr. Stacy told Board members this topic had generated much discussion and he was happy to have those discussions. He stated safety was paramount for students, for fans and for the officials. When he first decided to look at an athletic event bag procedure, events across the country had precipitated his thinking about the safety and wellbeing of students and everyone attending athletic events. Dr. Stacy advised Board members after discussions with parents, he had amended the original proposal to allow strollers, camera cases, and diaper bags but those items would be subject to be searched. Weapons, alcohol, and tobacco would not be allowed. Mrs. Mullins questioned if umbrellas would be prohibited, and Dr. Stacy stated umbrellas would be prohibited. Mr. Woodard questioned if fans would be allowed to bring snacks to the game, and Dr. Stacy indicated unopened food items would be allowed. Opened bottles and thermoses would not be allowed. Dr. Stacy reiterated there would be no tolerance for alcohol, weapons and tobacco products. He also advised the clear bags did not have to be an exact measurement.

Mrs. Mullins made a motion that the Tazewell County School Board approve the proposed Athletic Event Bag Procedure for immediate implementation. Mr. Robinson seconded the motion, and the Board unanimously approved.

New Business

A. **Ratification of Poll Votes,** *Donna Whittington, School Board Chair*

Board members were polled on the dates listed below. All poll votes were for personnel.

- *July 12, 2022 – Personnel* (APPROVED 5-0*)*
- *July 20, 2022 – Personnel* (APPROVED 5-0)
- *July 30, 2022 – Personnel*
  - *Personnel List A* (APPROVED 5-0)
  - *Personnel List B* (APPROVED with 4 votes. Mr. Woodard abstained.)
- *August 1, 2022 – Personnel* (NOT APPROVED - 1 yes vote and 4 no votes)

Mrs. Mullins made a motion that the Tazewell County School Board ratify the poll votes of July 12, July 20, July 30 and August 1, 2022. Mrs. Moir seconded the motion, and the Board unanimously approved.

B. **Approval of the Tazewell County Public School Teacher Performance Evaluation System Handbook,** *Deidra Hill, Deputy Superintendent* **(SEE ATTACHED)**

Ms. Hill asked Board members for approval of the Tazewell County Public School Teacher Performance Evaluation System Handbook for the 2022-2023 school year. This handbook contained updates approved by the Virginia Department of Education, including the Culturally Responsive Teaching and Equitable Practices Performance Standard to be implemented with the 2022-2023 school year.

Mrs. Mullins made a motion to set the rules of policy aside to eliminate the requirement of a first read. Mr. Woodard seconded the motion, and the Board unanimously approved.

Mrs. Mullins made a motion that the Tazewell County School Board approve the Tazewell County Public School Teacher Performance Evaluation System Handbook. Mr. Robinson seconded the motion, and the Board unanimously approved.

C.   **Self-Assessment and Inclusive Planning Guides,** *Melinda Smith, Director of Special Programs* **(SEE ATTACHED)**

Mrs. Smith shared information regarding the newly required Self-Assessment and Inclusive Planning Guides. She indicated the team members were subject to change. Teams would meet four times per school year, with progress and concerns being documented. Minutes of the meetings would be shared with the Superintendent and School Board meetings and would be maintained in the Special Education Department.

D.   **Approval of bid for Graham High School Cafeteria Unit,** *Eugene Parkhurst, Manager of Buildings and Grounds* **(SEE ATTACHED)**

Mr. Parkhurst asked Board members for approval of the bid from Trane for the Graham High School Cafeteria Unit in the amount of $66,706.00.

Mrs. Mullins made a motion that the Tazewell County School Board approve the bid from Trane for the Graham High School Cafeteria Unit in the amount of $66,706.00. Mrs. Moir seconded the motion, and the Board unanimously approved.

E.   **Approval of bid for Richlands Middle School Chiller,** *Eugene Parkhurst, Manager of Buildings and Grounds* **(SEE ATTACHED)**

Mr. Parkhurst asked for Board approval of the bid from Trane for the Richlands Middle School Chiller in the amount of $716,318.00. Dr. Stacy added this purchase would be grant funded.

Mrs. Mullins made a motion that the Tazewell County School Board approve the bid from Trane for the Richlands Middle School Chiller in the amount of $716,318.00. Mr. Woodard seconded the motion, and the Board unanimously approved.

F.   **Approval of the Crisis Management Plan,** *Dr. Chris Stacy, Division Superintendent*

Dr. Stacy commended Lt. Holt for his planning and work with school security for the school division. He asked Board members for approval of the 2022-2023 Crisis Management Plan that Lt. Holt had prepared.

Mrs. Mullins made a motion that the Tazewell County School Board approve the 2022-2023 Crisis Management Plan. Mr. Robinson seconded the motion, and the Board unanimously approved.

G.   **Approval of the Standards of Qualify (SOQ) Compliance Report,** *Dr. Chris Stacy, Division Superintendent* **(SEE ATTACHED)**

Section 22.1-98 of the Code of Virginia, requires that the division superintendent and the local school board chair certify the total number of teaching days and teaching hours in each school year. The SOQ Compliance Report also verifies full compliance with all of the standards related to the requirements of the Code of Virginia §22.1-253.13:1 and other miscellaneous reporting requirements as indicated on the verification report in Board member packets. Dr. Stacy asked that the Board for certification of the SOQ report.

Mrs. Mullins made a motion that the Tazewell County School Board certify that the school division is in full compliance with all of the Standards of Quality for Public Schools in Virginia and that the information reported in the non-standards module of the report is accurate. Mrs. Moir seconded the motion, and the Board unanimously approved.

H.   **Admission of Disabled Veterans to Athletic Events,** *James McGee, Director of Secondary Education*

Mr. McGee requested School Board approval for disabled veterans to be admitted free to athletic events in the county. Each disabled veteran would have a card allowing free admission to athletic events, and each disabled veteran would be allowed free admission of one accompanying caretaker.

Mrs. Mullins made a motion that the Tazewell County School Board give approval for disabled veterans (and caretaker) to have free admission to athletic events in the county. Mr. Woodard seconded the motion, and the Board unanimously approved.

I. **Approval of the 2022-2023 Transportation Handbook,** *Marcella Keene, Transportation Manager* **(SEE ATTACHED)**

Ms. Keene asked for approval of the 2022-2023 Transportation Handbook.

Mrs. Mullins made a motion that the Tazewell County School Board approve the 2022-2023 Transportation Handbook. Mr. Robinson seconded the motion, and the Board unanimously approved.

J. **Approval of Resolution for Restatement of Qualified Retirement Plan (401a Plan),** *Jessica Cox, Director of Budget and Finance* **(SEE ATTACHED)**

Ms. Cox told Board members that Pelion Benefits administers the school division 401(a) Plan, which was a Tazewell County School Board Special Pay Plan. Every six years, the Plan administrator, Pelion, must submit the plan document templates to the IRS for approval. After the IRS approves the template, the plan administrator sends the plan documents to the employer for signatures, which is called a restatement. Pelion Benefits requires the School Board to sign the Restatement of Qualified Retirement Plan. Ms. Cox ask for Board approval of the Resolution for Restatement of Qualified Retirement Plan.

Mrs. Mullins made a motion that the Tazewell County School Board approve the Resolution for Restatement of Qualified Retirement Plan. Mrs. Moir seconded the motion, and the Board unanimously approved.

K. **Commonwealth's Attorney's Memo,** *Dr. Chris Stacy, Division Superintendent* **(SEE ATTACHED)**

Dr. Stacy asked for School Board approval of the memo regarding truancy, sexting and bomb threats/threats of violence from Tazewell County Commonwealth's Attorney Chris Plaster. This memo would be sent to all parents of children attending Tazewell County Public Schools and would require the signatures of students and parents. All parents would be asked to return the signed memo to the school. Mr. Woodard requested the memo be resent to all parents who had not returned the memo by the third week of school.

Mrs. Mullins made a motion to include the memo from Mr. Chris Plaster, Tazewell County Commonwealth's Attorney, with information to go home with students. Mr. Woodard seconded the motion, and the Board unanimously approved.

Superintendent's Report

A. **Communities in Schools Update,** *Amy Lawson, Regional Program Director of Communities in Schools of Appalachian Highlands*

Mrs. Lawson and Chase Stewart, CEO of Communities in Schools of Appalachian Highlands, gave an overview of the Communities in Schools Program. Mrs. Lawson and Mr. Stewart told Board members the focus of the program was on parent/family engagement and chronic absenteeism. Mrs. Lawson shared that coordinators were in school buildings to support students. Dr. Stacy commended Mrs. Lawson and Mr. Stewart for all that Communities in Schools of Appalachian Highlands does for the students of Tazewell County.

B. **School Health Services Update,** *Lisa Singleton, FNP-C*

Mrs. Singleton shared various updates from the Health Services Department, including updates to COVID guidelines, staff training and hiring staff members.

C.   Update from the Tazewell County Public School Administrative and Professional Development Conference, *Deidra Hill, Deputy Superintendent*

The Administrative and Professional Development Conference was held August 3-5, 2022. Many updates were shared during the meeting including crisis management, medication training, and testing.

D.   Maintenance Project Updates, *Eugene Parkhurst, Manager of Buildings and Grounds*

Mr. Parkhurst shared a long list of updates the Maintenance Department had completed throughout the school division during 2022.

E.   Superintendent's Update, *Dr. Chris Stacy, Division Superintendent*

Dr. Stacy shared various updates with Board members. He thanked Ms. Hill for conducting the administrative retreat. He thanked the young ladies who spoke during public comments. He also expressed appreciation to everyone who spoke during the public comment section of the meeting and advised he was always open for input and suggestions.

Board Member Comments

Mr. Woodard commended the students for sharing their viewpoint with the School Board earlier in the meeting. He asked if the Steve Perry Center was still needed or used, and Dr. Stacy indicated most trainings and meetings had been moved to the Student Center or to Springville. Mr. Woodard stated he understood that Applied Behavior Therapy had been introduced in the schools. He questioned what type of training those administering the therapy had, and asked for a report at the September meeting.

Mrs. Moir thanked the students who spoke during the meeting. She stated these were extremely challenging times and hoped the community would be cooperative as the new safety measures were implemented. Mrs. Moir wished all schools a great start to the new year. She apologized to Dr. Joey Trivette for the misinformation.

Mr. Robinson said he was hopeful everyone would remember the importance of being cheerleaders for the teachers, staff and administration who on a daily basis accept the enormous responsibility of education the children. He expressed appreciation for their flexibility and cooperativeness as we all strive to fulfill the academic mission. As schools begins and we move into the fall sports season, Mr. Robinson hoped everyone would remember the importance of humility, the ultimate lesson in sportsmanship and understand that failure is part of the game. He was looking forward to a fulfilling school year. Mr. Robinson thanked everyone who spoke earlier in the meeting.

Mrs. Mullins thanked all those who spoke during the meeting. She expressed admiration for the brave young ladies who stood up to share their feelings. Mrs. Mullins welcomed the new employees. She commended the school staff for all of the hard work to make the buildings looking great. Mrs. Mullins stated safety measures implemented were for everyone, particularly the students, and hoped everyone would share the information. She wished everyone a great school year.

Chair Whittington expressed appreciation to all of the speakers and applauded them for speaking with poise and confidence from their heart. She asked that patrons be patient at athletic events as the School Board and administration attempted to ensure the safety of all who would attend. Chair Whittington wished everyone a great, calm and successful start to the school year.

Mrs. Mullins made a motion to adjourn at 8:33 p.m. Mr. Robinson seconded the motion, and the Board unanimously approved.

Summer School 2022

Session 1 June 6 - June 21

Session 2 June 22 – July 8

TAZEWELL COUNTY PUBLIC SCHOOLS SUMMER SCHOOL PROGRAM 2022

Administrators:

Charity Hurst	Derick Smith	Patrick Buckner

ATTENDANCE

► <u>Total – 172 Total Students Served</u>

► 1ST Session – 50 Students

  ► (Core Classes – English, Math, Science, Social Studies)

► 2nd Session – 46 Students

  ► (Core Classes - English, Math, Science, Social Studies)

Physical Education 10/Driver's Education – 30 Students
Driver's Education Only-8 Students
Physical Education 9/Health – 5 Students

Thirty-five (35) students completed PE/Driver's Education classes as a new credit, or as a recovered credit. These students now have an additional spot in their schedule to pursue advanced courses (credits)!
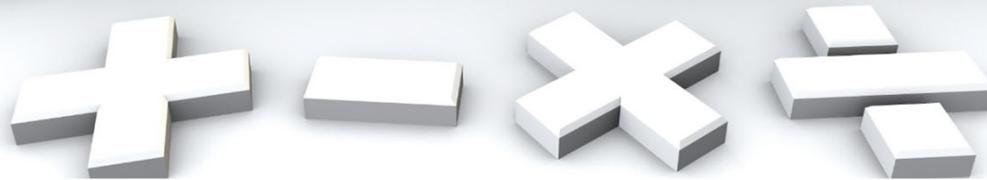
English 9, 10, 11, and 12

Classes Recovered - 25
SOLs Recovered – No SOLs were administered.

Computer Math, Algebra 1, Algebra Functions & Data Analysis, Algebra 2, Algebra I-Pt I

Classes Recovered – 14
SOLs Recovered – 4

Biology 1, Biology 2 Anatomy, Environmental Science, and Earth Science

Classes Recovered – 12
SOLs Recovered/LVC – 10

World Geography, US History, VA/US Government, Economics & Personal Finance

Classes Recovered – 16
SOLs Recovered/LVC – 10

Classes Recovered – 67 Total

SOLs Recovered/LVC – 24 Total

Physical Education Credits Earned - 35

Seniors Graduating – 3 CONGRATULATIONS!!!!

THANK YOU

Administrators:
Derick Smith   Patrick Buckner   Charity Hurst

Teachers:
Robyn Thurston   Mike Catron   Christina Brown
William Lester   Adam Davis   Tom Keene
Tamara Wilson   James Cochran

School Counselor: Sherry White

Custodial Staff

Cafeteria Staff

Tazewell County Public Schools
Athletic Events
Fan Safety and Security Measures
2022-2023

Fans are expected to follow these simple rules when attending Tazewell County Public Schools athletic events when entering stadiums or gymnasiums. It is also to be expected that you and your belongings are subjected to screening and examination when entering the stadium.

Clear bags are easily and quickly searched and greatly reduce faulty bag searches. It supports the Department of Homeland Security's, "If You See Something, Say Something Campaign." This will also enable fans to move through gates much faster and allow security and staff to be more efficient and effective in checking bags. Fans will be able to enjoy activities with an improved sense of safety.

Permitted Items per Person:

- Bags that are clear plastic (vinyl or PVS) that do not exceed 12" X 6" X 12"
- One-gallon clear plastic freezer bag (Ziploc or similar)
- Rain gear (Worn or in a clear carrier)
- Small clutch purses no larger than 4.5" x 6.5"
- Mobile phones
- Binoculars (if in case the case may be inspected)
- Seat cushions/chairs (if in carry case/tote may be inspected)
- Radios with or without headsets
- Diapers and non-medically necessary items for babies and young children must be carried in a clear bag
- Needed medical equipment
- Strollers (will be subject to search at gate)
- Camera/Case (will be subject to search at gate)
- Computer bag/carrier (will be subject to search at gate)
- Unopened food/drinks that can fit in a clear bag that meets criteria (12" X 6" X 12" or Ziplock freezer bag)

Does everything need to be in a bag?

<u>No.</u> Things you normally carry in your pockets, jacket keys, makeup, feminine products, combs, wallets, credit cards, cash, etc., do not have to be in clear bags unless you choose to place the items there. Blankets can be carried over the arm and cameras and binoculars around the neck.

The small clutch bag allows privacy for small personal items and is easily searched. It does not have to be clear but does need to meet the 4.5" X 6.5" dimensions.

Prohibited Items by All Fans:

- Non-clear bags of any size
- Backpacks (of any size)
- Fanny Packs, cinch bags
- Thermos/refillable drink bottles
- Alcoholic beverages
- Selfie sticks
- Unmanned aircraft (drones)
- Large bags or parcels, including backpacks and purses
- Weapons (including pocket knives)
- Hoverboards
- Segways
- Artificial noisemakers
- Cigarettes, Vaping Devices, or E-cigarettes
- Chewing tobacco
- Portable heaters

Tazewell County Public Schools
506 Jeffersonville Street
Tazewell, Virginia 24651

Teacher Performance Evaluation System Handbook
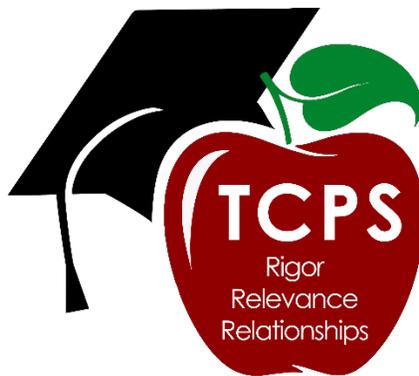
Approved by the Virginia Board of Education on April 28, 2011, effective July 1, 2012
Revisions approved by the Board of Education on July 23, 2015
Revisions approved by the Board of Education on January 10, 2020
Revisions approved by the Board of Education on March 18, 2021

Approved by Tazewell County School Board: June 4, 2012
Revisions approved by Tazewell County School Board: September 16, 2019
Revisions approved by Tazewell County School Board: October 12, 2020
Revisions approved by Tazewell County School Board: August 8, 2022

ACKNOWLEDGEMENTS

Contents

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TAZEWELL COUNTY PUBLIC SCHOOLS

FOREWORD

The Tazewell County Public School Teacher Performance Evaluation System (TPES) Handbook conforms to all aspects of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher* (hereafter, *Guidelines*) which was approved by the Virginia Board of Education on March 18, 2021. It is intended as a practical tool to assist school divisions in implementing the *Guidelines*. School divisions may use this handbook "as is" or modify it using the guidance below. Additionally, throughout the handbook we have specifically annotated where the system is able to be tailored. We also have highlighted key points and have provided a series of tips that school divisions and administrators might wish to consider. The modifications, highlights, and tips are identified with grey arrows to the right side of the text. School divisions are encouraged to thoughtfully review these areas and tailor this handbook to "make it their own."

PART I: INTRODUCTION AND PROCESS

Introduction to TPES

The Teacher Performance Evaluation System is intended to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent evidence compiled within a system of meaningful feedback. They system uses uniform performance standards to collect and present data to document performance that is based on well-defined job expectations. Theses performance standards provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encouraging creativity and individual teacher initiative.

Purposes and Characteristics of TPES

The primary purposes and distinguishing characteristics of TPES are shown in Figures 1 and 2.

Figure 1: Primary Purposes of TPES

Figure 2: Distinguishing Characteristics of TPES

PRIMARY PURPOSES	DISTINGUISHING CHARACTERISTICS
Contribute to the successful achievement of the goals and objectives defined in a school division's educational plan	Benchmark behaviors for each of the teacher performance standards
Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness	A focus on the relationship between teacher performance and improved student learning and growth
Promote a positive working environment, as well as collaboration and continuous communication between the teacher and the evaluator, that promotes continuous professional growth and improved student outcomes	A system for documenting teacher performance based on multiple data sources regarding teacher performance, including opportunities for teachers to present evidence of their own performance as well as student performance evidence
Promote self-growth, instructional effectiveness, and improvement of overall professional performance	A procedure for conducting performance reviews that promote professional improvement, increase teacher involvement in the evaluation process, and adequately include accountability
Optimize student learning and growth for all students	A system for providing assistance when needed

Essential Components of TPES

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The expectations for professional performance are defined using a two-tiered approach consisting of eight performance standards and multiple performance indicators to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance rubrics, which are discussed in Part 2. The relationship between these components is depicted in Figure 3.

Figure 3: *Relationship between Essential Parts of TPES*

PERFORMANCE STANDARD

Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

PERFORMANCE INDICATORS

The teacher:

2.1   Analyzes and uses multiple sources of student learning data to guide planning.

2.2   Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3   Consistently plans for differentiated instruction.

2.4   Reflects on plans after instructional delivery for future modifications.

2.5   Aligns lesson objectives to the school's curriculum and student learning needs.

2.6   Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.7   Plans and works collaboratively with others to enhance teaching and learning.

2.8   Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

PERFORMANCE RUBRICS

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective…	*Effective is the expected level of performance.*		
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

The *effective* column is shown with a bold outline throughout the handbook as it is the expected level of performance.

Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are eight performance standards that serve as the basis for a teacher's evaluation as shown in Figure 4. Standards 1-7 relate to a teacher's practice whereas standard 8 focuses on the results of the teacher's work as evidenced by student growth.

Figure 4: *Performance Standards*

1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
2. Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.
3. Instructional Delivery The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.
4. Assessment of/for Student Learning The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.
5. Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
6. Culturally Responsive Teaching and Equitable Practices The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.
7. Professionalism The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.
8. Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The Professionalism standard changed from Standard 6 in the 2012 version to Standard 7 in the 2021 version.

The Student Academic Progress standard changed from Standard 7 in the 2012 version to Standard 8 in the 2021 version.

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard. This helps teachers and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being successfully met. However, the list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Indicators in one performance standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Supplemental indicators for various content areas and specialties are provided in the appendices. Figure 3, shown previously, depicts the sample performance indicators for the *Instructional Planning* standard.

> **It is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators.**

> **Ratings are made at the performance standard level, NOT at the performance indicator level.**

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the levels). Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Figure 3, shown previously, depicts the performance rubric for the *Instructional Planning* standard.

> **The rating of *effective* is the expected level of performances and, with the exception of Standard 6, is written as the actual performance standard.**

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback, thus administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Teacher Practice Measures

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the teacher's work. The sources of evidence described in Figure 5 were selected to provide comprehensive and accurate feedback on teacher performance. These suggested documentation sources for teacher evaluation can be used for both probationary and continuing contract teachers.

Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Description
Formal Observations (Required)	Observations are an important source of performance information. Formal observations focus directly on the teacher performance standards. Classroom observations also may include a review of teacher products or artifacts and a review of student data.
Informal Observations/ Walk-throughs (Highly Recommended)	Informal observations and walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Student Surveys (Highly Recommended)	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the Documentation Log. *The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).*
Documentation Logs (Highly Recommended)	Documentation Logs include both specifically required artifacts and teacher-selected artifacts that provide evidence of meeting performance standards. Teachers should submit authentic artifacts created in their day-to-day work and are encouraged to reflect on them as appropriate. The process of reflecting on the documents allows teachers to use many of the artifacts as points for growth and improvement.
Self-evaluation (Highly Recommended)	Self-evaluations reveal the teachers' perceptions of their job performance and help teachers to reflect on areas of strength and areas for improvement.

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation; other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 6 shows the data sources that are likely to provide the most powerful evidence related to each performance standard.

Figure 6: *Multiple Data Sources Aligned with Performance Standards*

Performance Standards	Observations	Student Surveys	Documentation Log	Measures of Student Academic Progress
1. Professional Knowledge	P	S	S	
2. Instructional Planning	S	S	P	
3. Instructional Delivery	P	S	S	
4. Assessment of/for Student Learning	S	S	P	
5. Learning Environment	P	S	S	
6. Culturally Responsive Teaching and Equitable Practices	P	S	P	
7. Professionalism	S	S	P	
8. Student Academic Progress	S	S	S	P

"P" is the primary method to collect evidence; "S" is a supplemental method.

Observations

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

Direct classroom observation can be a useful way to collect information on teacher performance; as a stand-alone data collection process, however, it has major limitations. If the purpose of a teacher evaluation system is to provide a comprehensive picture of performance in order to guide professional growth, then classroom observations should be only one piece of the data collection puzzle. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on all of the performance standards in a given visit.

Observations can be conducted in a variety of settings and take on a variety of forms. Furthermore, observations may be announced or unannounced. Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation period.

Formal Observations

Classroom observations can be announced or unannounced and provide key information on several of the performance standards. Probationary teachers will be observed at least three times per year. It is recommended that two of these observations occur prior to the end of the first semester and the third by March 1. Continuing contract teachers will be observed at least once per year. Additional observations for any staff member will be at the site administrator's discretion. All observations will include a classroom observation of at least 30 consecutive minutes and a post-observation conference to provide feedback to the teacher.

A pre-observation conference may be conducted at the request of the teacher or the administrator. A sample *Pre-observation Conference Form,* a *Formative Feedback Form* and various other observation forms are shown in Part III. One copy of the observation form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document professional growth and development.

Informal Observations and Walk-throughs

Informal observations are typically less structured than formal observations and are intended to provide information more frequently on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations by observing instructional and non-instructional routines at various times throughout the evaluation cycle. Regular, repeated visits to the classroom and other settings help evaluators to obtain a representative sampling of performance. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance.

Typically, walk-through observations are designed to provide brief (three to ten minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, do not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

A sample *Informal Classroom Observation/Walk-through Form* is provided in Part III. One copy of this form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Documentation Log

Artifacts of a teacher's performance can serve as valuable and insightful data sources for documenting the work that teachers actually do, how they support student growth, and how they contribute to their own professional growth and development. When teachers reflect on their own work as they add artifacts to a Documentation Log, it encourages them to consider their own strengths and areas for improvement as they continue to grow and improve their professional teaching practices. The items they include provide evaluators with information they likely would not observe during the course of a typical classroom visit. They also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and are a basis for two-way communication with an evaluator. The emphasis is on the *quality* of work, not the *quantity* of materials presented.

Some items may be required by the school division; however, other documents may be included upon evaluator request and/or teacher choice. Specifically, the Documentation Log is a work in progress and should be a "natural harvest" of the artifacts that result from the day-to-day work of the teacher. Artifacts should not be created solely for the purpose of evaluation. A single artifact may provide evidence toward multiple performance standards; therefore, it is important that the teacher identify the performance standard(s) to which the artifact relates. It also is helpful to provide a brief reflection so that the evaluator understands the context surrounding the artifact.

For probationary teachers and teachers on *Performance Improvement Plans*, the Documentation Log contains items relevant to a single evaluation year. A new Documentation Log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the Documentation Log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it clearly indicates which school year it represents (for example, 2021-2022 Communication Log). If submitting in hard copy, teachers may use the sample *Documentation Log Cover Sheet* provided in Part III.

The Documentation Log should be available for review at any time per the administrator's request. At a minimum, evaluators will review and provide feedback on the Documentation Log annually. Additionally, probationary teachers will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester. Figure 7 shows examples of items that may be included in the Documentation Log. This listing is not intended to imply that these are required artifacts. Sample artifacts related to specific disciplines are shown in the Appendix.

Figure 7: *Sample Items in a Documentation Log*

Perform. Standard	Examples of Evidence
Professional Knowledge	• Journal/notes that represent reflective thinking and professional growth • Annotated list of instructional activities for a unit • Annotated photographs of teacher-made displays used in instruction • Annotated samples or photographs of instructional materials created by the teacher • Transcripts of coursework • Annotated Professional Development certificates • Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures) • Summary of consultation with appropriate staff members regarding special needs of individual students
Instructional Planning	• Differentiation in lesson planning and practice • Analysis of classroom assessment • Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives • Evidence of using data about student learning to guide planning and instruction
Instructional Delivery	• Samples of handouts/presentation visuals • Annotated photographs of class activities • Video/audio samples of instructional units
Assessment of/for Student Learning	• Brief report describing record-keeping system and how it is used to monitor student academic progress • Copy of scoring rubric used for a student project • Summary explaining grading procedures • Photocopies or photographs of student work • Copy of students' journals of self-reflection and self-monitoring • Samples of formative and summative assessments • Graphs or tables of student results • Samples of educational reports, progress reports, or letters prepared for parents/caregivers or students • Disaggregated analysis of student achievement scores on standardized test • Evidence of the use of baseline and periodic assessments
Learning Environment	• List of classroom rules with a brief explanation of the procedures used to develop and reinforce them • Explanation of behavior management philosophy and procedures • Diagram of the classroom with identifying comments • Diagram of alternative classroom arrangements used for special purposes with explanatory comments • Schedule of daily classroom routines • Student Survey Summary Form (for teachers of students in grades 1-12)

Figure 7 (cont.)

Perform. Standard	Examples of Evidence
Culturally Responsive Teaching and Equitable Practices	• Samples of culturally-diverse and inclusive instructional materials • Samples of communication materials that are inclusive of the language, dialects, cultural, social and literacy needs of all students • Samples of connecting learning objectives to the social and cultural diversity of students • Equity audit of instructional materials and resources • Differentiated supports and lessons • Examples of different ways for students to demonstrate content knowledge and understanding • Evaluation of: Academic Growth Data (including language proficiency for ELs), SEL Supports, Gap Data (including academic achievement, ID for supports or Giftedness), and/or Discipline Data
Professionalism	• Examples of collaborative work with peers • Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.) • Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc. • Samples of communication with students, parents/caregivers, and peers • Instructional leadership or research projects • Work done in support of state and national organizations
Student Academic Progress	• Analysis of grades for the marking period • Test critique • Table of key knowledge and skills which indicates level of student mastery • Student progress data, if available • Data on student achievement from other valid, reliable sources • *Student Achievement Goal Setting Form* • Chart of student academic progress throughout the year

Student Surveys

The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). The importance of student feedback to teachers should not be neglected as it may provide information that may not be accurately obtained in observations.

There are four different versions of the student survey (Grades 1-2, 3-5, 6-8, and 9-12) designed to reflect developmental differences in students' ability to provide useful feedback to their teacher. All surveys should be completed anonymously to promote honest feedback.

Teachers of grades 1-5 should administer student surveys to the entire class during the second nine weeks so that teachers can use the information for formative feedback. Teachers at the middle and high school levels should administer surveys to two classes of students that are representative of their teaching assignment(s) during the year. At the teacher's discretion, additional questions may be added to the survey. The teacher will retain sole access to the student surveys; however, the teacher will provide a summary of the surveys to the evaluator

using the *Student Survey Summary Form* which can be included in the teacher's Documentation Log. Teachers have the option of surveying their students again at the end of the year to see if their perceptions have changed.

Self-evaluation

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning.

Therefore, at the beginning of the school year, it is highly recommended that teachers conduct a self-assessment of professional practice to reflect on their strengths, areas for improvement, and strategies for growth. Teachers should consider all relevant information, including previous feedback from their evaluator, previous survey results, and student growth measures. Based on areas that need improvement, teachers should consider developing professional practice goals which they can share with their evaluator for ideas on strategies they might consider to help achieve the goal. A sample *Teacher Self-evaluation Form* is in Part III.

Student Outcome Measures

Multiple Measures

In the TPES model, Performance Standard 8, Student Academic Progress, is used as an organizing framework to incorporate various measures of student growth. Virginia law (Article 2, §22-1.293 and Article 2, §22.1-295) requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. Tazewell County Public School Division will weigh Performance Standard 8 equally with the other seven standards as shown later in this handbook.

There are three key points to consider:

1. Student learning should be determined by multiple measures of student academic progress. The rating on this performance standard should never be based on a single measure of Student Academic Progress.

2. Progress (value) table data as provided by the Virginia Department of Education may be used when the data are available and can be used appropriately. It may be appropriate to use student achievement in the context of goal setting as an additional measure.

3. One or more alternative measures, with evidence that the alternative measures are valid, should be used in teacher evaluation. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

It is important to understand that less than 30% of teachers in Virginia's public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results. When the state-provided progress measure *is* available, the data should be reviewed for accuracy and appropriateness before including it in a teacher's performance evaluation. Guidance for applying progress table data to teacher performance evaluation is provided in Figure 8. Additional measures for all teachers must be included to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state and that more than one measure of student academic progress can be included in all teachers' evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

In choosing measures of student academic progress, Tazewell County Public School Division will consider individual teacher and schoolwide goals and align performance measures to the goals. In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure – progress tables – as one measure of progress for teachers who provide support for mathematics or reading instruction. For example, progress

table data could be applied at the school level, grade level, department, sub-group, or by the individual teacher as one of multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading.

In the progress table model, student growth is determined by comparing the student's test score in the current year to his/her prior test score. Each Standards of Learning performance level (*Below Basic, Basic, Proficient*, and *Advanced*) is divided into two sub-levels: Low and High. Growth is measured by the number of performance sub-levels a student advances toward demonstrating proficiency on the state standards. Utilizing growth measures as part of the teacher evaluation process may be accomplished by calculating the aggregate growth of the students in the teacher's class.

Other measures of student academic progress are critical for determining teacher impact on performance. To the extent possible, teachers and administrators should choose measures of student academic progress that are based on validated quantitative measures and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. Often, a combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document) is appropriate.

There also are teachers for whom validated achievement measures are not readily available. In these situations, student goal setting provides an approach that quantifies student academic progress in meaningful ways and is an appropriate option for measuring student academic progress.

Figure 8: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations*

Teachers	Application of Progress Table Data	Other Student Academic Progress Measures
Teachers of reading and mathematics for whom progress table data are available	Progress table data may be used when: • data from students are representative of students taught[1]; and • data from two consecutive years are available.	Other measures of student academic progress: • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam).
Teachers who support instruction in reading and mathematics for whom progress table data are available	When aligned to individual or schoolwide goals, progress tables at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) may be used when data are representative of students taught; and are available for two consecutive years: • Decisions about the application of progress table data for support teachers must be made locally. Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers.	Measures of student academic progress other than the progress table data, depending on the application of this data to teachers who support mathematics and reading instruction: • Quantitative measures already available in the school that are validated and provide valid measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam). To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.

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[1] Teachers and administrators need to determine the applicability of progress table data to the evaluation of teachers who teach disproportionately large numbers of students for whom no progress table data are available. Students without progress table data will include those who: transferred into their classroom from out of state or late in the school year, do not have two consecutive years of failing SOL test scores, or have earned sufficiently high scores on the SOL test that the progress table data were not provided. In situations in which a significant proportion of students taught do not have progress table data, this measure of student progress would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 8 in the context of growth data from other measures, but not necessarily as half of the data contributing to Standard 8.

Figure 8 (cont.)

Teachers	Application of Progress Table Data	Other Student Academic Progress Measures
Teachers who have no direct or indirect role in teaching reading or mathematics in grades where progress table data are available	Not applicable	Measures of student academic progress other than the progress table data: • Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam). To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.

Goal Setting for Student Achievement

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals – not just any goals, but goals set squarely on student performance – is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A gain score approach can be used that documents their influence on student learning. Simply put, a student growth component in a teacher assessment system can be summarized using the equation in Figure 9.

Figure 9: *Student Achievement Goal Setting Equation*

> Student Learning Ending Level
> − <u>Student Learning Beginning Level</u>
> Student Academic Growth

Creating student achievement goals involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative

judgment is made regarding student learning for a specific period of time. Figure 10 depicts these steps.

Figure 10: *Student Achievement Goal Setting Process[2]*
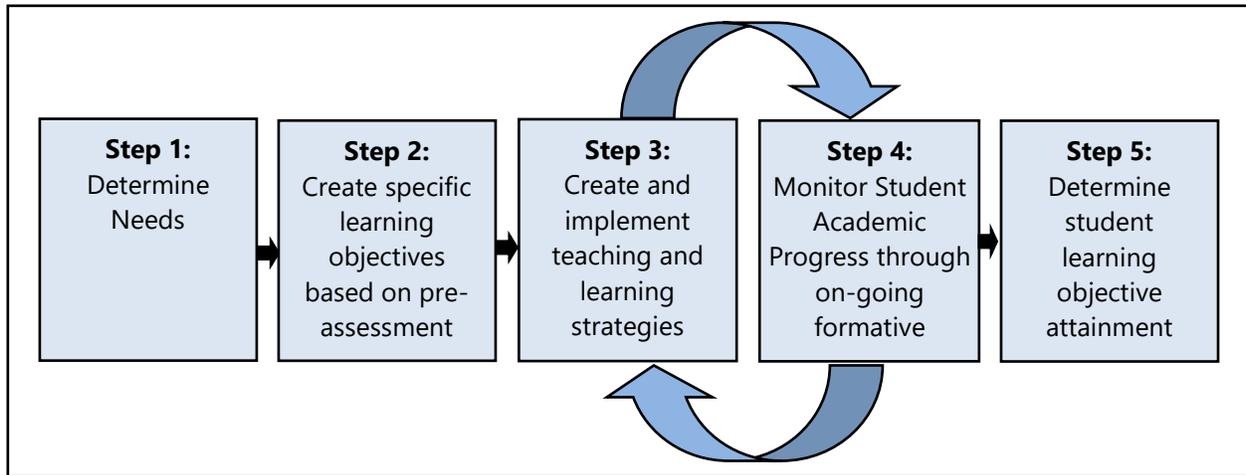
A sample *Goal Setting for Student Academic Progress Form* is shown in Part III.

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved.

Acronym for Developing Goals

Specific:	The goal is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the teacher's control to effect change.
Realistic:	The goal is feasible for the teacher.
Time limited:	The goal is contained within a single school year.

Submission of the Goal

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year teachers are responsible for submitting their goals to their evaluator within the first month of the school year.

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[2] This process is laid out by Stronge, J.H., & Grant, L. H. (2009).

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

Rating Teacher Performance

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed.

Teachers will be rated on each performance standard using a performance rubric. As previously discussed, the rubric is a behavioral summary scale that describes performance levels for

> **Teachers are expected to perform at the *Effective* level.**

each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Figure 11 explains the four levels of ratings.

Figure 11: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	**Exceptional performance**: • sustains high performance over a period of time • consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • serves as a role model to others
Effective	The teacher <u>consistently meets</u> the performance standard in a manner that is aligned with the school's mission and goals.	**Proficient performance**: • meets the requirements contained in the performance standard • exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates a willingness to learn and apply new skills

Figure 11 (cont.)

Category	Description	Definition
Approaching Effective	The teacher's performance is <u>inconsistent</u> in meeting the established performance standard and/or working toward the school's mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	**Developing/needs improvement performance:** • requires support in meeting the performance standard • results in less than expected quality of student performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher <u>consistently performs below</u> the established performance standard or in a manner that is inconsistent with the school's mission and goals.	**Unacceptable performance:** • does not meet the requirements contained in the performance standard • results in minimal student learning • may result in the employee not being recommended for continued employment

Interim Evaluation

All probationary teachers should receive an interim evaluation to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed earlier are used to compile a *Teacher Interim Performance Report* that indicates if a teacher has shown evidence of each of the performance standards. The evaluator should share her/his assessment of the teacher's

> **Because sufficient evidence likely will not have been accrued by mid-year, an actual rating for each standard is not given on the interim evaluation.**

performance by the last school day before winter break. A sample *Teacher Interim Performance Report* is in Part III.

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., one-year for probationary teachers, three years for continuing contract teachers). The ratings for each performance standard are based on multiple data sources and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards, and 2) how well the standards are performed.

Evaluators make judgments about performance of the eight teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate data sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Teacher Summative Performance Report* is provided in Part III. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Evaluators should consider all evidence from multiple data sources as well as the wording of the rubric to determine the appropriate rating level.

When determining a rating, evaluators should start at the *effective* level and adjust the rating one way or the other based on the preponderance of evidence.

Summative evaluations should be completed in compliance with requirements from the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is not meeting expectations (at any point in the cycle) or is fulfilling a *Performance Improvement Plan*, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be *Highly Effective, Effective, Approaching Effective,* or *Ineffective*.

Scores will be calculated using the following scale:
> *Highly Effective* = 4
> *Effective* = 3
> *Approaching Effective* = 2
> *Ineffective* = 1

Figure 12 illustrates how Tazewell County Public School Division will weigh each performance standard and Figure 13 provides an example of the weighted calculation to determine the single summative rating.

Figure 12: *Sample Weighting*

Performance Standard	Weight
Standard 1	1.25
Standard 2	1.25
Standard 3	1.25
Standard 4	1.25
Standard 5	1.25
Standard 6	1.25
Standard 7	1.25
Standard 8	1.25

Figure 13: *Example of Weighted Calculations for Teacher Performance Evaluation*

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	*Highly Effective*	4	1.25	5
Standard 2	*Effective*	3	1.25	3.75
Standard 3	*Effective*	3	1.25	3.75
Standard 4	*Effective*	3	1.25	3.75
Standard 5	*Effective*	3	1.25	3.75
Standard 6	*Highly Effective*	4	1.25	5
Standard 7	*Highly Effective*	4	1.25	5
Standard 8	*Effective*	3	1.25	3.75
Single Summative Rating				**33.75**

Tazewell County Public School Division has determined that no teachers can be given a summary rating of *Highly Effective* if they are rated below *Effective* on any of the eight standards.

The overall single summative rating will be judged as *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective* using the range of scores shown in Figure 14.

Figure 14: *Range of Scores*

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

Note: Regardless of the overall total points earned, three or more *Approaching Effective* ratings on individual performance standards will result in an overall rating of *Approaching Effective* or *Ineffective*. Similarly, one *Ineffective* rating on any one performance standard may result in an overall *Ineffective* rating.

Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 15 details the recommended Tazewell County Public School Division evaluation schedule for all components of the evaluation system. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the *Performance Improvement Plan* activities (described in the next section of this handbook).

Figure 15: *Recommended TPES Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1st month	• Conduct optional self-evaluation (all teachers) • Establish student achievement goals (all teachers)	• *Self-evaluation Form* • *Goal Setting for Student Academic Progress Form*	✓	✓ ✓
Before the end of the 1st quarter	• Observation of all probationary teachers	• *Observation Form or Formative Feedback Form*	✓	
Before the end of the 2nd quarter	• Observation of all probationary teachers	• *Observation Form or Formative Feedback Form*	✓	
Before the end of the 1st semester	• Summary of student survey feedback (all teachers) • Review of probationary teachers' Documentation Log	• *Student Surveys & Student Survey Summary Form* • *Documentation Log*	✓	✓ ✓
Mid-year	• Mid-year review of student achievement goals (all teachers) • Interim performance evaluation of probationary teachers	• *Goal Setting for Student Academic Progress Form* • *Interim Performance Report*	✓ ✓	✓
During the 2nd semester	• Observation of all teachers	• *Observation Form or Formative Feedback Form*	✓	
10 calendar days prior to the summative evaluation date	• End-of-year review of student achievement goals (all teachers) • Submit Documentation Log (all teachers)	• *Goal Setting for Student Academic Progress Form* • *Documentation Log*	✓ ✓	✓ ✓
Before the last week of school	• Summative evaluation (all teachers)	• *Summative Performance Report*	✓	

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among the division's schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Goal Setting for Student Academic Progress Form*, *Documentation Log Cover Sheet*, *Observation Form(s) or Formative Feedback Form(s)*, and *Summative Performance Report* at the school/worksite.

Improving Professional Performance

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards for their school.

Two tools may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of performance that *requires* improvement due to less-than-proficient performance.

Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 16 highlights key differences between the two processes.

Figure 16: *Tools to Improve Professional Performance*

	Support Dialogue	**Performance Improvement Plan**
Purpose	For teachers who could benefit from targeted performance improvement OR who would like to systematically focus on her/his own performance growth.	For teachers whose work is in the *Approaching Effective* or *Ineffective* categories
Initiates Process	Evaluator or teacher	Evaluator*
Documentation	Optional*: Support Dialogue Form* Memo or other record of the discussion or other forms of documentation at the building/worksite level	• Form Required: *Performance Improvement Plan* • Building/Worksite Level • Director/Superintendent/Human Resources is notified
Outcomes	• Sufficient improvement – no more support needed • Some improvement – continued support • Little or no progress – the employee may be moved to a *Performance Improvement Plan*	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to continue on *Performance Improvement Plan* OR non-renew or dismiss the employee

*The principal is responsible for the overall supervision of personnel in the worksite/department/school and, as such, monitors the *Performance Improvement Plan* and makes recommendations to the superintendent or her or his designee about the teacher's progress. If an assistant principal has been collecting documentation such as observations, the assistant principal and the principal must confer about the *Performance Improvement Plan*. Article 2, § 22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following: A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to his supervision. Beginning September 1, 2000, (i) principals must have received training, provided pursuant to §22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress prior to submitting such recommendations; and (ii) assistant

principals and other administrative personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor-performing teachers. The option for a *Support Dialogue* is open to any teacher who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the teacher's growth (see sample prompts in Figure 17) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* in Part III.   After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 17).

> It is important to note that the support dialogue process is not intended to be punitive. Teachers should feel free to request the targeted support it offers.

Figure 17: *Sample Prompts*

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _____(tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a teacher seeking self-improvement, the evaluator and the teacher may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For teachers for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue*, because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*.   Once placed on a *Performance Improvement Plan*, the

employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* on the following pages. A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a teacher receives two or more "Not Evident" ratings at the interim review;

- a rating of *Approaching Effective* on two or more performance standards; or

- a rating of *Ineffective* on one or more performance standards or an overall rating of *Ineffective*.

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan,* the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;

- formulate a *Performance Improvement Plan* in conjunction with the teacher; and

- review the results of the *Performance Improvement Plan* with the teacher within established timelines.

Assistance may include:

- assistance from a curriculum or program coordinator;

- support from a professional peer or supervisor;

- conferences, classes, and workshops on specific topics; and/or

- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

- Sufficient improvement has been achieved; the teacher is no longer on a

Performance Improvement Plan and is rated *Effective.*

- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *Approaching Effective*.

- Little or no improvement has been achieved; the teacher is rated *Ineffective*.

When a teacher is rated *Ineffective*, the teacher may be recommended for dismissal. If the teacher is not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated *Ineffective* a second time, the teacher will be recommended for dismissal.

When a teacher with continuing contract status is rated *Ineffective*, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

PART II: PERFORMANCE STANDARDS

Teachers are evaluated on each performance standard using the performance rubrics found beneath the listing of performance standards and indicators in this section. The performance indicators are provided as examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard.

> **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.**

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

1.1 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.

1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.

1.8 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).

1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Professional Knowledge **Rubric**

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

2.1 Analyzes and uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Reflects on plans after instructional delivery for future modifications.

2.5 Aligns lesson objectives to the school's curriculum and student learning needs.

2.6 Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.7 Plans and works collaboratively with others to enhance teaching and learning.

2.8 Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Instructional Planning **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

Performance Standard 3: Instructional Delivery
The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

3.1 Builds upon students' existing knowledge and skills.

3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.

3.4 Develops higher-order thinking through questioning and problem-solving activities.

3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.

3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.

3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.

3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Instructional Delivery **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.

Performance Standard 4: Assessment of/for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).

4.4 Uses research-based questioning techniques to gauge student understanding.

4.5 Collaborates with others to develop common assessments, when appropriate.

4.6 Aligns student assessment with established curriculum standards and benchmarks.

4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.

4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Assessment of/for Student Learning Rubric

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/ caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

Performance Standard 5: Learning Environment

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

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.

5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.

5.9 Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Learning Environment Rubric

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective…	*Effective is the expected level of performance.*		
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[3] including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Note: Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

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[3] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

Culturally Responsive Teaching and Equitable Practices Rubric

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.

Note: Unlike the other performance standards, the wording of the *Effective* level for this standard does not match the wording of the standard, itself.

Performance Standard 7: Professionalism
The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

7.1   Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

7.2   Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

7.3   Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

7.4   Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.

7.5   Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

7.6   Engages in activities outside the classroom intended for school and student enhancement.

7.7   Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.

7.8   Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.

7.9   Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.

7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

***Professionalism* Rubric**

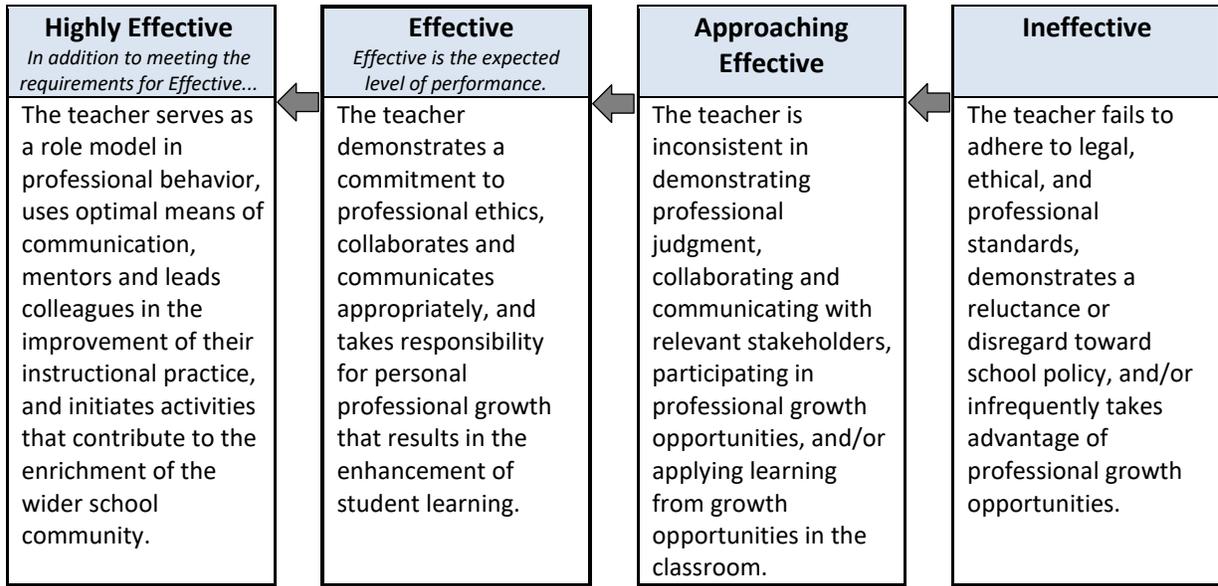| Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective…	*Effective is the expected level of performance.*		
The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.

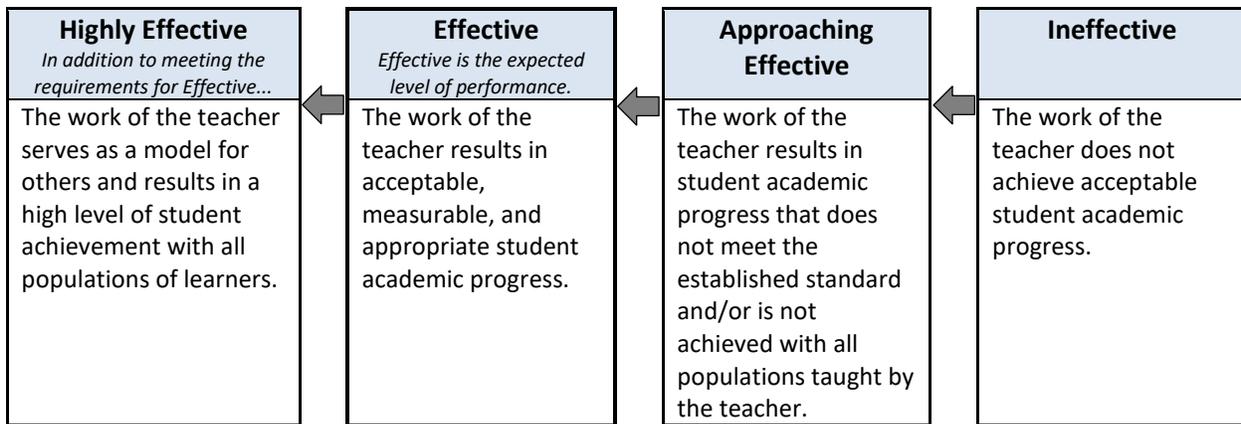**Performance Standard 8: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.

8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Student Academic Progress Rubric

Highly Effective	Effective	Approaching Effective	Ineffective
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

PART III: FORMS AND LOGS

Introduction

Part III contains copies of forms supporting the evaluation of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the *Goal Setting for Student Academic Progress Form*, *Documentation Log Cover Sheet*, *Observation Form(s) or Formative Feedback Form(s)*, and *Summative Performance Report* at the school/worksite.

Figure 18: *Forms and Logs*

Area	Form	Documentation Completed by	
		Evaluator	**Teacher**
Self-Reflection	*Teacher Self-evaluation Form*		✓
Observation/ Formative Feedback	*Pre-Observation Conference Record*	✓	
	Formative Feedback Form	✓	
	Informal Classroom Observation/Walk-through Form	✓	
	Time-on-Task	✓	
	Questioning Techniques Analysis	✓	
Documentation Log	*Documentation Log Cover Sheet*		✓
	Communication Log		✓
	Professional Development Log		✓

Surveys	*Student Surveys*
	    Grade 1-2 Student Survey
	    Grade 3-5 Student Survey
	    Grade 6-8 Student Survey
	    Grade 9-12 Student Survey
			✓

	Student Survey Summary		✓
Student Growth	*Goal Setting for Student Academic Progress Form*	✓	✓
Evaluation	*Interim Performance Report*	✓	
	Summative Performance Report	✓	
Improvement	*Support Dialogue Form*	✓	✓
	Performance Improvement Plan Form	✓	✓

Teacher Self-evaluation Form

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on one or more performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name _____   Date _____

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1. Professional Knowledge
  The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
Areas of strength:

Areas needing work/strategies for improving performance:

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2. Instructional Planning
  The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.
Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery
The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Assessment of/for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

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

Areas of strength:

Areas needing work/strategies for improving performance:

6: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Areas of strength:

Areas needing work/strategies for improving performance:

8. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

Pre-Observation Conference Form

Directions: *This form may be used to take notes prior to an announced formal observation.*

Teacher: _____   Grade/Subject: _____

Date: _____

Inquiries	Notes
1. Describe the lesson that will be observed. What have you/will you have done instructionally with students in the days prior to the observation?	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern and/or areas of growth?	
7. What factors or evidence do you consider to ensure culturally responsive teaching practices within this lesson?	

Formative Feedback Form

Directions: _This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation, artifacts, or other relevant sources of evidence._

Teacher's Name	

Date Observed   Time

The teacher is: ☐ Probationary
                           ☐ Continuing Contract

Observer's Name

---

1. Professional Knowledge

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

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Comments:

☐ _Observation_   ☐ _Artifacts_   ☐ _Other_

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Reflects on plans after instructional delivery for future modifications.
- Aligns lesson objectives to the school's curriculum and student learning needs.

- Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- Plans and works collaboratively with others to enhance teaching and learning.
- Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Comments:

☐ *Observation*   ☐ *Artifacts*   ☐ *Other*

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.

- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Comments:

☐ *Observation*   ☐ *Artifacts*   ☐ *Other*

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- Uses research-based questioning techniques to gauge student understanding.

- Collaborates with others to develop common assessments, when appropriate.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Comments:

☐ *Observation*   ☐ *Artifacts*   ☐ *Other*

5. Learning Environment

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

- Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Encourages student engagement, inquiry, and intellectual risk-taking.

- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Comments:

☐ *Observation*   ☐ *Artifacts*   ☐ *Other*

6. Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

- Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[4] including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

- Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Comments:

☐ *Observation*   ☐ *Artifacts*   ☐ *Other*

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[4] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

☐ *Observation*　　☐ *Artifacts*　　☐ *Other*

8. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Comments:

☐ *Observation*　　☐ *Artifacts*　　☐ *Other*

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

TAZEWELL COUNTY PUBLIC SCHOOLS

Informal Classroom Observation/Walk-through Form

Directions: This form can be used by the evaluator to document informal classroom observation. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Note: *It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard. Standards 1, 3, 5, and 6 are shown below as they are the most likely to be observed in a classroom visit.*

Teacher Observed: _____

Date: _____ Time: _____

1. Professional Knowledge	Specific Examples:
• Addresses relevant curriculum standards • Integrates key content elements and facilitates students' use of higher-level thinking skills • Links present content with past and future learning • Has accurate knowledge of the subject area(s) taught and relevant technology • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Understands the development of student age group • Understands appropriate accommodations for diverse learners and students learning in unique contexts • Uses precise language, vocabulary, and grammar as they relate to discipline/grade level	
3. Instructional Delivery	Specific Examples:
• Builds on prior knowledge • Differentiates instruction • Reflects on plans after delivery • Motivates students and reinforces learning goals • Uses a variety of strategies/resources • Provides remediation, enrichment, and acceleration • Uses appropriate instructional technology • Communicates clearly and checks for understanding	

5. **Learning Environment**	**Specific Examples:**
• Arranges/modifies the classroom to maximize learning • Establishes clear expectations • Maximizes instruction and minimizes disruptions • Establishes a climate of trust/teamwork • Encourages student engagement, inquiry, intellectual risks • Promotes respectful interactions • Listens and makes accommodations for students' needs • Works with students individually and in groups • Promotes academically appropriate/challenging environment	
6. **Culturally Responsive Teaching and Equitable Practices**	**Specific Examples:**
• Disaggregates data by student group and differentiates strategies to support the achievement of all students • Creates opportunities for equitable access, empowerment, and achievement for all students • Cultivates relationships anchored in affirmation and mutual respect • Models and communicates high expectations for all students • Utilizes instructional resources that validate and affirm racial, ethnic, social, and economic diversity • Utilizes the cultural knowledge, frames of reference, and performance styles of ethnically diverse students • Connects classroom curriculum and instruction to the experiences, backgrounds, and traditions of all learners • Communicates in linguistically and culturally responsive ways • Mediates classroom power imbalances based on race, culture, ethnicity, identity, and socioeconomic conditions	

TAZEWELL COUNTY PUBLIC SCHOOLS

Time-on-Task Chart

Teacher: _____   Grade/Subject: _____   Number of Students: _____

Observer: _____   Date: _____   Start/End Time: _____

Interval	Task, activity, event, question	Off-Task Behaviors *(Note # of students)*	Teacher Management Strategy	
5 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	*Comments:*
10 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	*Comments:*
15 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	*Comments:*
20 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	*Comments:*
25 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	*Comments:*
30 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐	*Comments:*

Notes:

Disrupting Others includes students who are not only off-task, but also are distracting others for the teacher-assigned tasks.

Visibly Disengaged includes students who are not focusing on the teacher-assigned tasks (e.g., daydreaming), but who are not distracting other students

Teacher Management Strategy is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.

Questioning Techniques Analysis

Directions: *Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.*

Teacher: _____ Grade/Subject: _____

Observer: _____ Date/Time: _____

Type of Question	Total #	Percent
Low Cognitive (Recall)		
Intermediate Cognitive (Comprehension)		
Application and High Cognitive (analysis, synthesis, evaluation)		
Total of all questions		

Based on the percentages, what level of thinking was targeted?

How clearly worded were the questions?

Documentation Log Cover Sheet

Directions: *Teachers may use this cover sheet to list the evidence they are submitting for each performance standard as well as any reflections on the artifacts. Examples of questions on which to reflect include: 1) How effective was the use of this artifact in the classroom? 2) How does this artifact inform or demonstrate evidence of professional growth and/or student growth? Administrators may add feedback as well.*

Teacher's Name _____ Date _____

Performance Standard	Evidence Included	Teacher Reflection Comments	Administrator Feedback
1. Professional Knowledge			
2. Instructional Planning			
3. Instructional Delivery			

Performance Standard	Evidence Included	Teacher Reflection Comments*	Administrator Feedback
4. Assessment of/for Student Learning			
5. Learning Environment			
6. Culturally Responsive Teaching and Equitable Practices			
7. Professionalism			
8. Student Academic Progress			

Communication Log

Teacher: _____ School Year: _____

Date	Person	Purpose	Mode	Notes
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone ☐ Website	

Professional Development Log

Teacher: _____ School Year: _____

Professional Development Activity	Date	Evidence of Completion	Purpose/Outcome
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	
☐ Mandatory ☐ Voluntary		☐ Grade ☐ Certificate ☐ Other_____	

Grade 1-2 Student Survey

Teacher: _____   Date: _____

	🙂	😐	🙁
Example: I ride a bus to school.			
1. My teacher knows a lot about what he or she is teaching.	🙂	😐	🙁
2. My teacher is ready to teach every day.	🙂	😐	🙁
3. My teacher makes learning interesting.	🙂	😐	🙁
4. My teacher explains things so I understand.	🙂	😐	🙁
5. My teacher uses different ways to help me learn.	🙂	😐	🙁
6. My teacher helps me when learning is hard.	🙂	😐	🙁
7. I can do the work my teacher gives me.	🙂	😐	🙁
8. My teacher knows what I do well.	🙂	😐	🙁
9. My teacher lets my parents know how I am doing in school.	🙂	😐	🙁

10. I can ask and answer questions in my class.	☺	😐	☹
11. I know what the rules are in my class.	☺	😐	☹
12. I am happy when I am in class.	☺	😐	☹
13. I learn new things in my class.	☺	😐	☹
14. My teacher is eager to learn new things.	☺	😐	☹
15. My teacher listens to me.	☺	😐	☹
16. My teacher makes learning on the computer fun.	☺	😐	☹
17. My teacher knows how to teach class through the computer.	☺	😐	☹
18. My teacher shows me how to do activities on the computer.	☺	😐	☹
19. My teacher teaches us about people who do not look like me.	☺	😐	☹
* [Add other elements if needed, such as schoolwide goals, or subject-specific questions.]	☺	😐	☹

Grade 3-5 Student Survey

Teacher: _____   School Year: _____Class Period:_____

	Yes	Sometimes	No
Example: I like listening to music.			
1. My teacher knows a lot about what is taught.			
2. My teacher is prepared and ready for teaching every day.			
3. My teacher explains things so I understand.			
4. My teacher makes class interesting and challenging.			
5. My teacher uses different ways to teach and help me learn.			
6. I am able to do the work my teacher gives me.			
7. My teacher allows me to show my learning in a variety of ways.			
8. My teacher lets my parents know how I am doing in school.			
9. My teacher returns my work with helpful comments on it.			
10. My teacher makes it okay for me to ask questions when I don't understand something.			
11. My teacher shows respect to all students.			
12. I know what the rules are in my class.			
13. I learn new things in my class.			
14. My teacher is enthusiastic and eager to learn.			
15. My teacher listens to me.			
16. My teacher makes learning online enjoyable.			

	Yes	Sometimes	No
17. My teacher explains how to use technology appropriately.			
18. My teacher is helpful with online lessons and my learning.			
19. My teacher provides books and learning materials that include people from different cultures.			
* [Add other elements if needed, such as schoolwide goals, or subject-specific questions.]			

COMMENTS:

Grade 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: *DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle* **1**; *if you strongly agree, circle* **4**. *If you wish to comment, please write your comments at the end of the survey.*

Teacher: _____ Date: _____ Class/Period: _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
Example: I like listening to music	1	2	3	4
1. My teacher creates a classroom environment that allows me to learn.	1	2	3	4
2. My teacher encourages me to evaluate my own learning.	1	2	3	4
3. My teacher allows me to demonstrate my learning in a variety of ways.	1	2	3	4
4. My teacher gives clear instructions.	1	2	3	4
5. My teacher shows respect to all students.	1	2	3	4
6. My teacher is available to help outside of class.	1	2	3	4
7. My teacher grades my work in a timely manner.	1	2	3	4
8. My teacher relates lessons to other subjects or the real world.	1	2	3	4
9. My teacher respects different opinions.	1	2	3	4
10. My teacher uses a variety of activities in class.	1	2	3	4
11. My teacher encourages all students to learn.	1	2	3	4
12. My teacher expects me to be successful.	1	2	3	4
13. My teacher is knowledgeable about the subject.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
14. My teacher gives me help when I need it.	1	2	3	4
15. My teacher prepares materials in advance and has them ready to use.	1	2	3	4
16. My teacher explains things so I understand.	1	2	3	4
17. My teacher makes class interesting and challenging.	1	2	3	4
18. My teacher uses different ways to teach and help me learn.	1	2	3	4
19. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.	1	2	3	4
20. My teacher handles classroom disruptions well.	1	2	3	4
21. My teacher encourages me to use a variety of online resources.	1	2	3	4
22. My teacher has routines and procedures for our online class.	1	2	3	4
23. My teacher handles online disruptions well.	1	2	3	4
24. My teacher helps me appreciate different cultures.	1	2	3	4
[Add other elements if needed, such as schoolwide goals, or subject-specific questions.]	1	2	3	4

COMMENTS:

Grade 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: *DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree, circle **5**. If you wish to comment, please write your comments at the end of the survey.*

Teacher: _____   Date: _____   Class/Period: _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
Example: I like listening to music.	1	2	3	4

In this class, my teacher…

		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	gives clear instructions.	1	2	3	4
2.	treats everyone fairly.	1	2	3	4
3.	is available for help outside of class time.	1	2	3	4
4.	clearly states the objectives for the lesson.	1	2	3	4
5.	grades my work in a reasonable time.	1	2	3	4
6.	relates lessons to other subjects or the real world.	1	2	3	4
7.	allows for and respects different opinions.	1	2	3	4
8.	encourages all students to learn.	1	2	3	4
9.	uses a variety of activities and teaching methods in class.	1	2	3	4
10.	communicates in a way I can understand.	1	2	3	4
11.	manages the classroom with a minimum of disruptions.	1	2	3	4
12.	shows respect to all students.	1	2	3	4
13.	consistently enforces disciplinary rules in a fair manner.	1	2	3	4
14.	makes sure class time is used for learning.	1	2	3	4
15.	is knowledgeable about his/her subject area.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
16.	clearly defines long-term assignments (such as projects).	1	2	3	4
17.	sets high expectations.	1	2	3	4
18.	helps me reach my potential.	1	2	3	4
19	assigns relevant homework.	1	2	3	4
20.	communicates honestly with me.	1	2	3	4
21.	allows me to demonstrate my learning in a variety of ways.	1	2	3	4
22.	makes class interesting and challenging.	1	2	3	4
23.	is approachable and listens to me.	1	2	3	4
24.	shares feedback about my learning progress with me and my parents/caregivers.	1	2	3	4
25.	demonstrates an appreciation of students' cultural diversity.	1	2	3	4
*	*[Add other elements if needed, such as schoolwide goals, or subject-specific questions.]*	1	2	3	4

COMMENTS:

TAZEWELL COUNTY PUBLIC SCHOOLS

Student Survey Summary Form

Directions: *Summarize according to the evidence presented from the student surveys. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as is appropriate.*

Teacher's Name: _____

Grade: _____Subject: _____

Survey form used: ☐ Grades 1-2   ☐ Grades 3-5   ☐ Grades 6-8   ☐ Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
_____**percent**

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).

6. Analyze survey responses and answer the following questions:

   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

(Include a copy of the survey summary and a blank survey in the Documentation Log's Learning Environment section.)

Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. **Note:** When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name _____

Grade/Subject _____   School Year _____

Evaluator's Name _____

Initial Goal Submission (due by _____ to the evaluator)

Elements	Description
I. Setting *(Describe the population and special learning circumstances.)*	
II. Content/Subject/Field Area *(The area/topic addressed based on learner achievement, data analysis, or observational data)*	
III. Baseline Data *(What does the current data show?)*	☐ *Data attached*
IV. Goal Statement *(Describe what you want learners/program to accomplish.)*	

V. Methods for Attaining Goal *(Strategies used to accomplish the goal)*

Strategy	Evidence	Target Date

Teacher's Name _____

Teacher's Signature _____   Date _____

Evaluator's Name _____

Evaluator's Signature _____   Date _____

VI. Mid-Year Review *(Describe goal progress and other relevant data.)*	*Mid-year review conducted on_____* *Initials: _____(teacher) _____(evaluator)*
	☐ *Data attached*

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

VII. End-of-Year Review

☐ **Appropriate Data Received**

Strategies used and data provided demonstrate appropriate Student Progress ☐ **Yes** ☐ **No**

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Teacher Interim Performance Report

Teacher's Name _____ School Year(s) _____

Grade/Subject _____

Directions: *Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, Documentation Log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.*

Strengths:

Areas of Improvement:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

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

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Comments:

Evident ☐ *Not Evident* ☐

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Reflects on plans after instructional delivery for future modifications.
- Aligns lesson objectives to the school's curriculum and student learning needs.

- Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- Plans and works collaboratively with others to enhance teaching and learning.
- Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Comments:

Evident ☐ *Not Evident* ☐

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.

- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Comments:

Evident ☐ *Not Evident* ☐

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- Uses research-based questioning techniques to gauge student understanding.

- Collaborates with others to develop common assessments, when appropriate.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Comments:

Evident ☐ *Not Evident* ☐

5. Learning Environment

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

- Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Encourages student engagement, inquiry, and intellectual risk-taking.

- Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Comments:

Evident ☐ *Not Evident* ☐

6: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

- Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,[5] including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

- Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Comments:

Evident ☐ *Not Evident* ☐

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[5] *Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.

- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

Evident ☐ *Not Evident* ☐

8. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Comments:

Evident ☐ *Not Evident* ☐

Teacher Summative Performance Report

Directions: Evaluators use this form before the last week of school to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.

Teacher's Name _____ School Year(s) _____

Grade/Subject _____ School _____

Contract Status: ☐ Probationary ☐ Continuing Contract

Documentation Reviewed: ☐ Documentation Log ☐ Goal Setting for Student Academic Progress Form
☐ Observation/Formative Feedback Forms ☐ Other _____

Performance Standard 1: Professional Knowledge

(4 pts.) Highly Effective	(3 pts.) Effective	(2 pts.) Approaching Effective	(1 pt.) Ineffective
In addition to meeting the requirements for Effective…	*Effective is the expected level of performance.*		
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.
☐	☐	☐	☐

Comments:

Performance Standard 2: Instructional Planning

(4 pts.) Highly Effective *In addition to meeting the requirements for Effective…*	(3 pts.) Effective *Effective is the expected level of performance.*	(2 pts.) Approaching Effective	(1 pt.) Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.
☐	☐	☐	☐

Comments:

Performance Standard 3: Instructional Delivery

(4 pts.) Highly Effective *In addition to meeting the requirements for Effective…*	(3 pts.) Effective *Effective is the expected level of performance.*	(2 pts.) Approaching Effective	(1 pt.) Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.
☐	☐	☐	☐

Comments:

Performance Standard 4: Assessment of/for Student Learning

(4 pts.) **Highly Effective** *In addition to meeting the requirements for Effective...*	(3 pts.) **Effective** *Effective is the expected level of performance.*	(2 pts.) **Approaching Effective**	(1 pt.) **Ineffective**
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.
☐	☐	☐	☐

Comments:

Performance Standard 5: Learning Environment

(4 pts.) **Highly Effective** *In addition to meeting the requirements for Effective...*	(3 pts.) **Effective** *Effective is the expected level of performance.*	(2 pts.) **Approaching Effective**	(1 pt.) **Ineffective**
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.
☐	☐	☐	☐

Comments:

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

(4 pts.) Highly Effective *In addition to meeting the requirements for Effective...*	(3 pts.) Effective *Effective is the expected level of performance.*	(2 pts.) Approaching Effective	(1 pt.) Ineffective
The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.
☐	☐	☐	☐

Comments:

Performance Standard 7: Professionalism

(4 pts.) **Highly Effective** *In addition to meeting the requirements for Effective...*	(3 pts.) **Effective** *Effective is the expected level of performance.*	(2 pts.) **Approaching Effective**	(1 pt.) **Ineffective**
The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.
☐	☐	☐	☐

Comments:

Performance Standard 8: Student Academic Progress

(4 pts.) **Highly Effective** *In addition to meeting the requirements for Effective...*	(3 pts.) **Effective** *Effective is the expected level of performance.*	(2 pts.) **Approaching Effective**	(1 pt.) **Ineffective**
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
☐	☐	☐	☐

Comments:

Overall Evaluation Summary Comments:

Performance Standard	Performance Rating	Points HE=4 E=3 AE=2 IE=1	Weight	Weighted Total (Points x Weight)
Standard 1			1.25	
Standard 2			1.25	
Standard 3			1.25	
Standard 4			1.25	
Standard 5			1.25	
Standard 6			1.25	
Standard 7			1.25	
Standard 8			1.25	
Single Summative Rating				

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

☐ **Highly Effective**

☐ **Effective**

☐ **Approaching Effective**

☐ **Ineffective**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Ineffective*, or two or more standards are *Approaching Effective*.)**

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____   _____
Evaluator's Name   Teacher's Name

_____   _____
Evaluator's Signature   Teacher's Signature (Teacher's signature denotes
                                                 receipt of the summative evaluation, not necessarily
                                                 agreement with the contents of the form.)

_____   _____
Date   Date

_____
Site Administrator's Name

_____
Site Administrator's Signature

_____
Date

TAZEWELL COUNTY PUBLIC SCHOOLS

Support Dialogue Form

Directions: Teachers and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional and will not become part of a teacher's permanent record.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Performance Improvement Plan Form

(Required for a Teacher Placed on a Remediation Plan of Action)

Teacher's Name _____   School _____

Grade/Subject _____   School Year _____

Evaluator _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Teacher's Name _____

Teacher's Signature _____   Date Initiated_____

Evaluator's Name _____

Evaluator's Signature _____   Date Initiated_____

Results of Performance Improvement Plan[6]

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Improvement Plan:

☐ The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.

☐ The deficiencies were not corrected: teacher is recommended for non-renewal/dismissal.

Teacher's Name _____

Teacher's Signature _____ Date Reviewed_____
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator's Name _____

Evaluator's Signature _____ Date Reviewed_____

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[6] These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

APPENDICES

The following appendices were developed to ensure the teacher performance indicators and sample artifacts provided throughout the handbook appropriately address specific teaching disciplines. Use of these supplemental discipline-specific indicators and artifact lists is optional but is recommended for consideration upon consultation between the teacher and administrator/evaluator. *Note:* The discipline-specific indicators and artifact lists contained in the appendices may not be used to replace the Virginia Board of Education approved teacher standards, indicators, and artifacts provided throughout Parts I and II of the *TPES Handbook*; rather, they are intended only as supplemental material to be used at the discretion of the local school division.

The Virginia Department of Education acknowledges the Virginia educators on the following list for their valuable contribution in developing the discipline-specific appendices in this document.

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School Librarian
Midlothian High School
Chesterfield County Public Schools

Mrs. Rebecca Blevins
School Librarian
John S. Battle School
Washington County Public Schools

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Appendix A: Teachers of English

Supplemental Performance Indicators

1. Professional Knowledge

    1.10 Uses information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

    1.11 Demonstrates and understanding of the writing process and uses a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

    1.12 Is knowledgeable in a variety of effective reading strategies and helps students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

    1.13 Applies the conventions of standard English in reading, writing, and oral communication.

2. Instructional Planning

    2.9   Incorporates real-world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

3. Instructional Delivery

    3.9   Uses a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

4. Assessment of/for Student Learning

    None noted

5. Learning Environment

    5.10 Encourages opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

6. Culturally Responsive Teaching and Equitable Practices

    None noted

7. Professionalism

    7.11 Reflects on what he/she teaches and how they teach, while keeping abreast of current research-based practices in English and continually seeking to improve their knowledge and practice.

    7.12 Collaborates with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary

professionals into the physical and/ or virtual classroom, resulting in students producing writing, speeches, presentations, dramatic interpretations, etc.

8. Student Academic Progress
None noted

Supplemental Sample Artifacts
None noted

Appendix B: Teachers of History and Social Science

Supplemental Performance Indicators

1. Professional Knowledge
 None noted

2. Instructional Planning
 None noted

3. Instructional Delivery
 None noted

4. Assessment of/for Student Learning
 4.10 Engages students in a variety of written and oral assessment tasks, including writing prompts, essays, open-ended questioning, research projects, and various forms of collaborative discussion.

5. Learning Environment
 5.10 Creates a learning environment in which historical thinking, civic competence, questioning, problem-solving, collaboration and decision-making are planned, pursued and encouraged.

6. Culturally Responsive Teaching and Equitable Practices
 6.8 Encourages critical examination of content, paying particular attention to addressing power, systems, position, bias, stereotypes, assumptions, and dominant narratives.

7. Professionalism
 None noted

8. Student Academic Progress
 None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
- Annotated bibliography of professional readings
- Lesson/intervention plan (including goals and objectives, activities, resources, anecdotal records based on standards, and assessment measures)
- Reflective summary of teachers' engagement in learning opportunities

2. Instructional Planning
- Annotated bibliography of research-based strategies used
- Lesson/intervention plan (including goals and objectives, activities, resources, anecdotal records based on standards, and assessment measures)
- Problem-based Learning (PBL) meeting logs, minutes, or other products
- Learning menus
- Teacher/PBL created pacing guides
- Minutes or records of meetings with instructional coaches, cross-curricular planning, teams, or other professional learning discussions
- Annotated pre-assessment data

3. Instructional Delivery
- Images, writing samples, or student artifacts of a variety of collaborative (including flexible group) and independent learning activities
- Student surveys
- Samples of student work
- Teacher and/or student portfolio
- Modules from learning management system (Canvas modules, GoogleClassroom work, Schoology)
- Recordings of digital instruction (e.g., Zoom, GoogleMeet)

4. Assessment of/for Student Learning
- Evidence of cumulative records used to monitor student academic progress
- Student feedback on grading policies
- Student exemplars for each "grade" ("This is 'A' work.")
- Written lesson responses to summarize learning goals (e.g., exit tickets)

5. Learning Environment
- Images of the classroom showing collaborative groups, etc.
- Evidence of collaborative discussions, flexible grouping, and engagement strategies
- Emails or other correspondence with parents/guardians

6. Culturally Responsive Teaching and Equitable Practices
- Differentiated supports and lessons for each student based on proficiency of each standard
- Student surveys or other student feedback
- Teacher websites (screenshots or links)
- Evidence of participation in equity-centered professional development (e.g., book studies, service on an equity team, annotated reading/listening/viewing list)

7. Professionalism
- Documentation of serving as a mentor, cooperating teacher, school leader, volunteer, etc. (modified from general artifact list)

- Teacher's professional development goals related to their reflection of performance and an action plan of Professional Development to help meet those goals
- Evidence of presentations at professional conferences or other professional development opportunities/venues
- Evidence of participation in committees, professional organizations, etc.

8. Student Academic Progress
- Student self-reflection data
- Student surveys
- Documentation of identified supports and learning opportunities
- Evidence of growth in writing, oral presentation skills, or other modes of assessment over time through portfolios, reflections, etc.

Appendix C: Teachers of Mathematics

Supplemental Performance Indicators

1. Professional Knowledge:
   1.10 Demonstrates an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world, and mathematical representations.

   1.11 Demonstrates and fosters an understanding of mathematical process goals.

2. Instructional Planning
   2.9 Designs instructional activities that build understanding of mathematical ideas through different representations (e.g., concrete, representation, abstract, verbal, diagrams).

   2.10 Plans for questions that advance and clarify thinking.

3. Instructional Delivery
   3.9 Uses questions that were planned in advance to clarify thinking.

4. Assessment of/for Student Learning
   None noted

5. Learning Environment
   5.10 Creates a physically, intellectually, and emotionally safe environment that supports and encourages reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematical opinions of others, where critical thinking is the norm.

6. Culturally Responsive Teaching and Equitable Practices
   None noted

7. Professionalism
   None noted

8. Student Academic Progress
   None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
- Reflection of vertical connections in lesson plans (connections to prior knowledge and where concepts will appear in future courses/future applications)

2. Instructional Planning
- Examples of students approaching a problem from the same lesson in different ways
- Annotated lesson plans and a reflection of how multiple representations are used within that lesson

3. Instructional Delivery
- Samples of student work where the teacher can demonstrate the range of student learning
- Video of discourse during a lesson (e.g., discourse between teacher and student; student and student)

4. Assessment of/for Student Learning
- Student interviews (e.g., face-to-face, audio, video)
- Reflections

5. Learning Environment
None noted

6. Culturally Responsive Teaching and Equitable Practices
- Activities that support the "Low Floor - High Ceiling" approach

7. Professionalism
None noted

8. Student Academic Progress
- Reflections

Appendix D: Teachers of Science

Supplemental Performance Indicators

1. Professional Knowledge:
1.10 Demonstrates a current understanding of science and engineering practices, computational thinking, and the nature of science.

1.11 Seeks opportunities for continual development of his/her own professional knowledge and growth to effectively incorporate learning into practice.

1.12 Demonstrates an understanding of interrelationships with science content across all disciplines.

1.13 Uses mathematics in the acquisition, analysis, and reporting of data in solving scientific problems.

1.14 Conveys the unifying concepts of science, including systems, order, and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and forms and function.

2. Instructional Planning
2.9 Incorporates the nature of science into instruction by using scientific inquiry and knowledge of scientific advances to connect to other disciplines.

2.10 Uses understanding by design to purposefully incorporate the development of science and engineering practices and computational thinking into their instruction.

2.11 Uses formative assessments throughout the learning cycle, including but not limited to, inquiry-based labs, problem-based learning and performance-based assessments.

3. Instructional Delivery
3.9 Relates the contributions and significance of science to social and cultural developments.

3.10 Engages students in inquiry to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

3.11 Relates the historical development of scientific concepts and scientific reasoning to current understanding.

4. Assessment of/for Student Learning
4.10 Uses performance-based assessments that require students to use the science and engineering practices and computational thinking associated with specific content.

5. Learning Environment

    5.10 Employs the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space, and resources needed for learning science.

    5.11 Uses science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in inquiry, engagement and intellectual risk-taking.

    5.12 Reviews and implements general guidelines for safety as well as regulations related to collection and use of living organisms.

    5.13 Develops communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

6. Culturally Responsive Teaching and Equitable Practices

    6.8 Connects life experiences, diverse cultures, and communities to science using culturally rich resources, role models and examples.

    6.9 Demonstrates how science and engineering practices can be used to collaborate and communicate with diverse groups to find solutions for societal problems.

    6.10 Includes culturally- and socially-diverse resources when presenting materials in order to build a sense of unity in the classroom.

7. Professionalism

    7.11 Engages actively and continuously in updating their knowledge of current STEM research and development.

8. Student Academic Progress

    8.5 Uses quantitative and qualitative data to evaluate student academic progress as related to science and engineering practices, computational thinking, and understanding of the nature of science.

    8.6 Provides continual feedback to students to work on their academic goals and progress as related to science and engineering practices, computational thinking, and understanding of the nature of science.

Supplemental Sample Artifacts

1. Professional Knowledge:
None noted

2. Instructional Planning

- Lessons highlighting the development of science and engineering practices, computational thinking, and nature of science

3. Instructional Delivery
- Samples of handouts/presentation visuals *to include culturally responsive science teaching (Italics represent addition to existing sample artifact in Part I.)*
- Annotated photographs of class activities *to include culturally responsive science teaching (Italics represent addition to existing sample artifact in Part I.)*
- Video/audio samples of instructional units *to include culturally responsive science teaching (Italics represent addition to existing sample artifact in Part I.)*
- Samples of student lesson feedback
- List of developed higher-order thinking questions related to science content
- Samples of small group list based on enrichment and remediation
- Samples of equitable experiences in science across learning platforms

4. Assessment of/for Student Learning
- Examples of assessments highlighting the use of inquiry-based labs, problem-based learning and performance-based assessments
- Evidence of student growth based on portfolios or student/peer/teacher feedback

5. Learning Environment
- Photographs of posted science safety rules and procedures
- Examples of science safety rules and procedures written into labs/activities
- Copy of Science Safety contract signed by all students
- Teacher created survey about diverse interests, abilities, and backgrounds to promote positive classroom environment

6. Culturally Responsive Teaching and Equitable Practices
- Student reflections on responsive teaching and equitable practices based on teacher prepared prompts/surveys

7. Professionalism
- Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.)" *relevant to current STEM research and development (Italics represent addition to existing sample artifact in Part I.)*

8. Student Academic Progress
- *Quantitative and qualitative* data on student achievement from other valid, reliable sources development *(Italics represent addition to existing sample artifact in Part I.)*
- Examples of continual feedback

Appendix E: Teachers of Career and Technical Education

Supplemental Performance Indicators

1. Professional Knowledge:
   1.10 Counsels students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

2. Instructional Planning
   2.9 Uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

3. Instructional Delivery
   3.9 Facilitates students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment, where appropriate.

   3.10 Ensures Career Technical Student Organizations are integral components of classroom/laboratory instruction and that related activities are embedded into instruction.

4. Assessment of/for Student Learning
   4.10 Communicates specific performance expectations and uses a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

5. Learning Environment
   5.10 Creates a safe and positive environment for students both in the classroom, and where applicable, on work-based learning sites.

6. Culturally Responsive Teaching and Equitable Practices
   6.8 Includes all student groups (such as special populations) and ensure that all students are provided opportunities to participate.

7. Professionalism
   7.11 Affiliates with and maintains appropriate student organizations as a means of promoting student professionalism.

   7.12 Continually reflects on, evaluates, and seeks to improve the profession and to update his/her knowledge and skills based on new business and industry trends, and technology and educational pedagogy.

   7.13 Obtains appropriate Industry credentials and certifications.

8. Student Academic Progress
   8.5 Provides evidence that achievement goals have been met, including Industry certification data when available, as well as other multiple measures of student academic progress.

Supplemental Sample Artifacts

1. Professional Knowledge:
- Documentation of Career and Technical Student Organization leadership and participation
- Technical Skills Assessment Certification (Federal Monitoring Program documentation)

2. Instructional Planning
- Evidence of Career and Technical Student Organization integration with instruction and participation in local, regional, state, and national conferences and activities with students

3. Instructional Delivery
- Evidence of internships, externships, or shadowing content area specialists in the building and in the field
- Student projects, handouts, presentation, and/or annotated photographs from Career and Technical Student Organizations

4. Assessment of/for Student Learning
- Classroom project or a Career and Technical Student Organization scoring rubric
- Student reflection of independent projects such as Supervised Agricultural Experiences (SAE)
- Supervisor evaluation from a student work-based learning experience

5. Learning Environment
- Contract for a student work-based experience
- Course/district appropriate lab procedures and/or safety contract
- Federal Safety/Sanitation Assurance Certification (Federal Monitoring Program documentation)

6. Culturally Responsive Teaching and Equitable Practices
- Equity audit of demographics of students enrolled in courses (in partnership with school counselors and administrators in scheduling students, including an implementation plan if needed)

7. Professionalism
- Professional development certificates from CTE specific professional organizations

- Proof of membership with course appropriate professional organizations
- Letters of partnership with local businesses for student work-based experiences
- Documentation from participation in Career Technical Student Organizations
- Certificate of industry certification (It is required that teachers have the industry certification of the class they are teaching)
- Agenda or meeting minutes of team, department interdisciplinary or committee meetings showing collaboration of CTE with other disciplines
- Mentorship log with journal reflections from either party (mentor or mentee)
- Personal professional journaling that shows reflection and willingness to grow
- Publications, digital media, communication from Career and Technical Student Organization and/or professional organization

8. Student Academic Progress
- Career and Technical Student Organization rubrics
- CTE Competency Course Records
- Data on student pass rate of industry certifications
- Chapter recognition at state and national Career and Technical Student Organizations
- Reports submitted by local chapter to state and national Career and Technical Student Organizations and professional organizations
- Documentation to show active local charter of Career and Technical Student Organizations or membership of professional organizations

Appendix F: Teachers of English as a Second Language

Supplemental Performance Indicators

1. Professional Knowledge:
- 1.10 Demonstrates understanding of current research in language acquisition and how it applies to accelerating students' English language development.

- 1.11 Demonstrates understanding of the relationship between the Standards of Learning and World- Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards.

- 1.12 Leverages students' cultures, English and home language, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

2. Instructional Planning
- 2.9 Uses English Language proficiency data to plan meaningful instruction in the four language domains: listening, speaking, reading and writing.

- 2.10 Analyzes the linguistic demands of rigorous learning tasks to provide appropriate linguistic supports and scaffolds.

- 2.11 Assigns appropriate testing and classwork accommodations using student data indicators.

3. Instructional Delivery
- 3.9 Leverages student's language, schema, culture, experiences, and interests to support English-language development and academic achievement.

- 3.10 Attends to language demands of grade-level academic tasks and builds opportunities for students to interact, engage, and inquire to extend academic discourse.

4. Assessment of/for Student Learning
- 4.10 Demonstrates an understanding of available testing accommodations and can match accommodations to student needs.

5. Learning Environment
- 5.10 Creates and supports safe spaces for students to develop and practice communication skills.

- 5.11 Creates and supports language rich environments with frequent opportunities for student-to-student interaction, collaborative inquiry, and meaning-making.

6. Culturally Responsive Teaching and Equitable Practices

    6.8   Demonstrates attitudes and behaviors that leverage students' home language, culture, and experiences as assets.

    6.9   Challenges assumptions and linguistic, cultural, and racial bias in English-learner policy and practice.

    6.10 Supports content area teachers' development of inclusive, culturally relevant, and responsive learning experiences.

    6.11 Promotes two-way communication between school staff and multilingual families that is consistent, meaningful, and culturally-and linguistically-responsive.

7. Professionalism

    7.11 Cultivates partnerships to engage multilingual families in shared decision-making regarding their child's education.

    7.12 Contributes to a positive and inclusive school culture that is culturally and linguistically responsive and values the diverse strengths English learners and their families bring to the school community.

8. Student Academic Progress
    None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
    None noted

2. Instructional Planning
    None noted

3. Instructional Delivery
    None noted

4. Assessment of/for Student Learning
    None noted

5. Learning Environment
    None noted

6. Culturally Responsive Teaching and Equitable Practices
    None noted

7. Professionalism
- Parent conference notes
- Parent meeting attendance rosters
- Appointment calendar

8. Student Academic Progress
None noted

Appendix G: Teachers of the Fine Arts

Supplemental Performance Indicators

1. Professional Knowledge:
1.10 Demonstrates knowledge of instructional methods necessary to develop fine arts production and performance skills.

2. Instructional Planning
None noted

3. Instructional Delivery
None noted

4. Assessment of/for Student Learning
4.10 Assesses and provides feedback to students at various stages of the creative process.

5. Learning Environment
5.10 Promotes a safe and positive space for students to provide and receive feedback, critique, or response.

5.11 Demonstrates, promotes, and plans for safe and appropriate use of materials, equipment, and performance/studio spaces.

6. Culturally Responsive Teaching and Equitable Practices
None noted

7. Professionalism
7.11 Demonstrates and promotes appropriate copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

8. Student Academic Progress
None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
- Documentation of directing, conducting, curating, or participating in fine arts performances, exhibitions, or publications *(also provides evidence for Standard 7)*
- Documentation of service as an adjudicator, judge, or evaluator in fine arts events, competitions, or competitions *(also provides evidence for Standard 7)*

- Documentation of leading professional development sessions for your school, division, or professional conferences *(also provides evidence for Standard 7)*

2. Instructional Planning
- Documentation of voluntary observation of other teachers and classrooms to influence and enhance instructional planning

3. Instructional Delivery
- Documentation of coordinating guest presenters, clinicians, artists, and performances to enhance instruction
- Documentation of co-curricular and extra-curricular activities to promote and enhance leaning

4. Assessment of/for Student Learning
- Samples of critiques or feedback from professional evaluators or judges used to modify instructional planning
- Evidence of assessing artistic and creative process and progress in addition to final products or performances
- Audio or video recordings of individual student or ensemble performances or presentations

5. Learning Environment
- Plan or explanation of strategies for promoting a safe and positive space when providing feedback, critique, or response to peers

6. Culturally Responsive Teaching and Equitable Practices
- Samples of instructional materials, repertoire, or exemplars that represent the diversity and identity of the students

7. Professionalism
- Example of collaborative work with peers *(examples of interdisciplinary lesson and collaboration with other departments and disciplines.) (Italics represent addition to existing sample artifact in Part I.)*
- *Documentation of* serving as a mentor, cooperating teacher, school leader, volunteer, etc. *(Italics represent addition to existing sample artifact in Part I.)*

8. Student Academic Progress
- Performance-based evaluations showcasing ensemble and individual progress and progressions

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Appendix H: Teachers of World Languages

Supplemental Performance Indicators

1. Professional Knowledge:
   1.10 Demonstrates proficiency in listening, reading, speaking, and writing in the target language and demonstrates an understanding of the concepts and content included in the Virginia World Language Standards of Learning.

   1.11 Demonstrates knowledge, skills, and linguistic structures of the target language and creates learning experiences that make these aspects of the subject matter meaningful to students.

   1.12 Demonstrates a broad understanding of the K-12 world language curriculum continuum.

   1.13 Demonstrates an understanding of interrelationships among other academic disciplines and integrates knowledge from other academic disciplines.

2. Instructional Planning
   2.9 Demonstrates the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

3. Instructional Delivery
   3.9 Uses the target language as the primary language of instruction and provides extensive opportunities for its use by students.

   3.10 Provides a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

4. Assessment of/for Student Learning
   4.10 Consistently monitors and assesses student progress in a manner that includes all three modes of communication (interpretive, interpersonal, and presentational).

5. Learning Environment
   5.10 Creates a learning environment in which diverse cultural products, practices, and perspectives within students' own communities and throughout the world are explored and respected.

   5.11 Creates rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

6. Culturally Responsive Teaching and Equitable Practices

    6.8   Facilitates experiences in which diverse cultural products, practices, and perspectives within students' own communities and throughout the world are explored and respected.

    6.9   Demonstrates an understanding and appreciation of cultural diversity and how experiences may be interpreted differently.

7. Professionalism

    7.11 Works collaboratively with colleagues and the global community to expand his/her knowledge, to provide opportunities for students, and to promote world language learning.

    7.12 Stays informed of current practices in language instruction and regularly seeks to improve his/her knowledge and methodology.

8. Student Academic Progress

    8.5   Uses progress indicators to show students' growth toward performance benchmarks in the three modes of communication (interpretive, interpersonal, and presentational).

Supplemental Sample Artifacts

1. Professional Knowledge:

- Lesson plans that use a backward design model and incorporate the other American Council on the Teaching of Foreign Languages (ACTFL) core practices of facilitating target language use, using of authentic texts, designing communicative tasks, teaching grammar as a concept in context, and providing effective feedback: https://www.actfl.org/resources/guiding-principles-language-learning *(also provides evidence for Standard 2)*
- Annotated samples to show evidence of participation in world language curriculum development sessions
- Notes/journals that represent participation in a world language textbook adoption / resources committee

2. Instructional Planning

- Teacher Effectiveness for Language Learning, Planning Self-Assessment: http://www.tellproject.org/wp-content/uploads/2015/05/TELL_SelfAssessment_P.pdf
- Evidence of using ACTFL Can-Dos to guide planning and instruction: https://www.actfl.org/resources/ncssfl-actfl-can-do-statements
- Annotated lesson plan using the ACTFL lesson plan template (https://www.actfl.org/sites/default/files/publications/keys-

planning/BlankLessonPlanTemplate.docx) with activities that span the three modes of communication (interpretive, interpersonal, and presentational)

3. Instructional Delivery
- Teacher Effectiveness for Language Learning, Learning Experience Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_LE.pdf
- Video/audio samples of instructional units that show teacher interacting with students, and students interacting among themselves, using the target language for at least 90% of the time

4. Assessment of/for Student Learning
- Teacher Effectiveness for Language Learning, Performance & Feedback Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_PF.pdf
- Samples of formative and summative *performance* assessments in the three modes of communication (interpretive, interpersonal, and presentational)
- Evidence of student growth in performance in the target language that occurred over time through feedback and revisions *(also provides evidence for Standard 8)*
- Copy of students' journals of self-reflection and self-monitoring (Linguafolio can be a tool for students' self-reflection and to document growth in performance in the target language) *(also provides evidence for Standard 8)*

5. Learning Environment
- Teacher Effectiveness for Language Learning, Environment Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_E.pdf *(also provides evidence for Standard 6)*
- List of student and teacher co-created norms or class expectations which promote risk-taking, respect, and reflect class values

6. Culturally Responsive Teaching and Equitable Practices
- Evidence of using American Council on the Teaching of Foreign Languages (ACTFL) Can-Dos for intercultural communication: https://www.actfl.org/sites/default/files/can-dos/Intercultural%20Can-Do_Statements.pdf
- Examples of cooperative learning strategies used to facilitate student communication

7. Professionalism
- Teacher Effectiveness for Language Learning, Professionalism Self-Assessment: http://www.tellproject.org/wp-content/uploads/2014/05/TELL_SelfAssessment_PR.pdf

8. Student Academic Progress
- Teacher use of progress indicators to show students' growth toward performance benchmarks (American Council on the Teaching of Foreign Languages (ACTFL) Performance Descriptors:

Interpersonal:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpersonal.pdf

Interpretive:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpretive.pdf

Presentational:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Presentational.pdf

Appendix I: Teachers of Health Education and Physical Education

Supplemental Performance Indicators

1. Professional Knowledge:
    1.10 Demonstrates an understanding of concepts, skills, and processes of health education, physical education, and driver education.

    1.11 Demonstrates knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess effective instruction.

2. Instructional Planning
    2.9 Plans instructions to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

3. Instructional Delivery
    3.9 Demonstrates knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

    3.10 Implements a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

    3.11 Uses different approaches to learning and creates appropriate instruction for diverse learners (IEP, medical notes, etc.).

4. Assessment of/for Student Learning
    4.10 Uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

    4.11 Uses and interprets student data to guide instruction.

5. Learning Environment
    5.10 Actively organizes, allocates, and manages resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

    5.11 Uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

6. Culturally Responsive Teaching and Equitable Practices
None noted

7. Professionalism

7.11 Adheres to school/county guidelines in manners pertaining to professional attire (i.e., athletic attire is appropriate and professional).

7.12 Seeks to improve their knowledge and practice and to stay informed of current research-based practices and new technologies.

7.13 Interacts in an ethical and professional manner with administrators, parents, students, and the community.

7.14 Engages in activity with students for the purpose of enhancing instructional demonstration and student motivation, as opposed to participating for personal benefit.

8. Student Academic Progress
None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
None noted

2. Instructional Planning
- Evidence of using curriculum driven by Virginia and/or National Standards of Learning
- Samples of lessons addressing cognitive, psychomotor, and affective objectives

3. Instructional Delivery
None noted

4. Assessment of/for Student Learning
- Criterion-referenced and norm-referenced testing
- Physical fitness profiles and portfolios

5. Learning Environment
- Teacher-created content-specific displays
- Annotated photos of protocols which promote a safe learning environment

6. Culturally Responsive Teaching and Equitable Practices
- Examples of community involvement to support inclusion of diverse cultures

7. Professionalism
    None noted

8. Student Academic Progress
    None noted

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Appendix J: Teachers of Special Education

Supplemental Performance Indicators

1. Professional Knowledge:
1.10 Communicates knowledge obtained regarding the student to other appropriate staff members, community, and families within the guidelines of confidentiality.

1.11 Consistently identifies and assesses the assistive technology needs of each student.

2. Instructional Planning
None noted

3. Instructional Delivery
3.9 Uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

4. Assessment of/for Student Learning
None noted

5. Learning Environment
None noted

6. Culturally Responsive Teaching and Equitable Practices
6.8 Demonstrates knowledge of the characteristics and effects of the cultural, physical, and social environment of students and their families.

7. Professionalism
None noted

8. Student Academic Progress
None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
- Publication in a professional or content-area journal, book or book chapter, or educational research project or paper *(also provides evidence for Standard 7)*
- Presentation slides of Professional Development given *(also provides evidence for Standard 7)*

2. Instructional Planning
- Lesson plans showing evidence of co-planning between co-teaching team
- Co-teaching Roles and Responsibility Planner

3. Instructional Delivery
- Sample of differentiated assignments

4. Assessment of/for Student Learning
None noted

5. Learning Environment
- Behavior management tools (i.e., Behavior Improvement Plan)

6. Culturally Responsive Teaching and Equitable Practices
None noted

7. Professionalism
See above

8. Student Academic Progress
None noted

Appendix K: School Librarians

Supplemental Performance Indicators

1. Professional Knowledge:
   1.10 Demonstrates ability to interpret and apply collection analysis data to support the school community.

   1.11 Bases program planning and administration on national standards set by the American Association of School Librarians (AASL).

2. Instructional Planning
   2.9 Promotes an appreciation of reading.

   2.10 Provides an effective communication plan for school library programs with and for the school community.

3. Instructional Delivery
   3.9 Models the proper use of and educates about copyright responsibility and digital citizenship.

4. Assessment of/for Student Learning
   None noted

5. Learning Environment
   5.10 Creates a welcoming environment that encourages all students and staff to engage in the school library.

6. Culturally Responsive Teaching and Equitable Practices
   6.8 Curates and provides equitable access to the school library's diverse and authentic resources.

   6.9 Provides a safe zone for learners to explore the school library's collection without judgement.

   6.10 Partners with the larger community to provide additional resources for diverse learners.

7. Professionalism
   7.11 Follows procedures for selecting, acquiring, and cataloging materials and resources, and conducts periodic inventory of school library resources to make informed collection development decisions, including weeding of items.

   7.12 Manages school library budgets and maintains accurate records.

7.13 Trains and manages school library support staff (assistants, volunteers, and/or student aides).

7.14 Articulates the impact of and advocates for the role of the school librarian and the school library program.

8. Student Academic Progress
None noted

Supplemental Sample Artifacts

1. Professional Knowledge:
- Published articles
- Samples of contributions made to curriculum development and/or other professional committees
- Samples of professional development presentations given to faculty or professional conferences
- Collection analysis data
- Lesson plans implementing AASL standards

2. Instructional Planning
- Evidence of collaboration (meeting minutes, calendars, emails, feedback, lesson plans)
- Evidence of reading promotion (book displays, book talks, book clubs, author visits, community reading events, flyer)

3. Instructional Delivery
- Samples of school library programming (book clubs, craft clubs, reading campaigns, school library advisory committees)
- Lesson plans
- Multimedia products highlighting copyright and digital citizenship responsibilities

4. Assessment of/for Student Learning
- Circulation statistics

5. Learning Environment
- School library reports (inventory report, collection analysis, diversity audit, financials, foot traffic) *(also provides evidence of Standard 7)*
- Annotated photographs of school library space (makerspace areas, interactive areas, reading nooks, quiet room displays)
- Photos of student work on display

6. Culturally Responsive Teaching and Equitable Practices
- School library mission and vision statements that highlight equitable access policies
- Evidence of the removal of barriers which may prevent use of school library resources
- Analysis of collection development data, diversity audit, and the resulting collection development plan
- Evidence of partnerships with members of larger community

7. Professionalism
- Evidence of fundraising, grants or donation programs
- Evidence of participation in school/community events (i.e., family nights, sporting events, etc.)
- Evidence of following policy for reviews of challenged materials and advocating for intellectual freedom
- Copies of monthly newsletters
- School Library webpage
- Training materials used with assistants, volunteers, and/or student aides

8. Student Academic Progress
None noted

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Virginia Inclusive Schools Planning Guide

School: Abb's Valley Boissevain Elementary

Date: August 2022 / June 2023

Planning Members:

Name	Position
Shawn Ross	Administrator
Stephanie Bowers, Alexis Thompson, Cynthia Miller, Leah Plott, Kayla Averill, Rhonda Blankenship, Kelly Walker,	Classroom Teachers
Misty Milam , Samantha Nunley	Parents

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Review with current staff the use of common vocabulary.	8/2022	ongoing	When more than 80% uses the vocabulary.
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.		X		Work with families that are at other schools and transfer back here for services.	8/2022	ongoing	When all students with disabilities from this neighborhood attend school here.
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Work with teachers on the proper use of the RTI method to make sure we try strategies before referring students.	8/2022	ongoing	When our percentage matches the state and federal stastics.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Add informative assessments to the beginning of each unit.	8/2022	ongoing	Units have preassessments added to them.
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.		X		Teachers will work one on one with students to ask these questions.	8/2022	ongoing	Students interest and learning characteristics will be added to instructional lessons.
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.		X		School -wide behavior system will be implemented to promote a positive learning environment.	8/2022	ongoing	All homeroom teachers will submit monthly dojo reports regarding behavior.

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Create monthly after school planning times for teachers to collaborate with each other and include special education teachers.	8/2022	ongoing	Teachers will work together in groups to meet the needs of all students.
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Create monthly after school planning times for teachers to collaborate with each other and include special education teachers.	8/2022	ongoing	Teachers will work together in groups to meet the needs of all students.
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

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7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Cedar Bluff Elementary

Date: August 2022 / June 2023

Planning Members:

Name	Position
Buffie Crabtree / Randy Cordle	Administrators
Gina Brown, MaryBeth Elswick, Kathryn Vass, Samantha Keene, Jamie Hess, and Lindsay Smith	Classroom Teachers
Ashley Ratliff	Special Education Teacher
Farrah Boyd	Special Education Teacher
Keisha Lynch	Title I Teacher

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Improve building vertical vocabulary usage.	8/2022	ongoing	When 90% or more share the same vocabulary.
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

3.   Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Implement short formative / informal pre-assessments to guide instruction.	8/2022	ongoing	Pre -assessments are added to each unit lesson.
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.		X		Increase Family Engagement meetings Increase Community in Schools.	8/2022	ongoing	Increase of families attending/ working with these groups.
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.		X		Increase family participation in Parent Boosters, PBIS, Field Day, etc.	8/2022	ongoing	This may increase as COVID cases remain low.
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Dudley Primary

Date: August 2022 / June 2023

Planning Members:

Name	Position
Susan Maupin	Administrator
Amanda Towler	ECSE Teacher
Travis Roberts	Special Education Teacher
Lori Havens	Speech Pathologist

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)		X		Staffing being addressed / hiring	8/2022	ongoing	Special Education Teacher added to staff.
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)		X		Committee believes this area needs continuous improvement.	8/2022	ongoing	Student progress / data.
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.							
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Addressing planning times, professional development, and responsibility for all students. Increase special education teachers time with the general education departments.	8/2022	ongoing	Professional developments / departmental meetings.
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Administrator is addressing this area/ common planning will be scheduled.	8/2022	ongoing	Master schedule will provide for protected common planning time.
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Graham Intermediate School

Date: August 2022 / June 2023

Planning Members:

Name	Position
Terri Buckner	Administrator
Andrea Mitchem, Hope Brown, Sarah Jones, Jon Jones	Classroom Teachers
Karen Franklin	Special Education Teacher

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Continue development using vocabulary during all discussions.	8/2022	ongoing	When 90% or more share the same vocabulary.
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Continue improving RTI process to better identify students.	8/2022	ongoing	Decrease in the percentage of students receiving services.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)		X		Continue to expand knowledge and implementation of differential activities.	8/2022	ongoing	Observation of classes/ student success.
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Develop and implement short pre-assessments in all areas to improve instruction.	8/2022	ongoing	Compare data from assessments / instruction focuses more intently on student needs.
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.		X		Each teacher will use interest inventories to begin the year	8/2022	ongoing	Student surveys / instruction will incorporate learning styles of students.
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.		X		Increase Family Engagement meetings Increase Community in Schools	8/2022	ongoing	Family Engagement meetings will have a larger attendance.
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.		X		Expand membership of the PTO. Increase use of Remind.	8/2022	ongoing	Attendance
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Richlands Elementary

Date: August 2022 / June 2023

Planning Members:

Name	Position
Bethany Collins / Lindsay Buchanan	Administrators
Kim Lowe, Anna Sparling, Lori Luttrell, Lindsay Bandy, Dawn Vandyke, Robin Herndon, Shena Hubbard	Classroom Teachers
Amy Spencer	Special Education Teacher

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)		X		A vision statement will be addressed.			Vision statement will be posted on school website.
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Guidelines are followed, will continue RTI process to identify students' needs.	8/2022	ongoing	Number of students found eligible based on RTI process.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)		X		Self – contained students will receive, as best for the individual student need, inclusion time for services.	8/2022	ongoing	Percentage of students receiving inclusion services will meet the state target.
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)		X		Develop language and articulation groups /lessons for early childhood students	8/2022	ongoing	Services, as appropriate, will be delivered in the regular classroom setting.
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Will address and improve entrance / exit tickets as well as graphic organizers and informal assessments	8/2022	ongoing	Student progress/ data
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)		X		We will address an active after- school setting that provides social opportunities.	8/2022	ongoing	Student participation.
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Tazewell Intermediate

Date: August 2022 / June 2023

Planning Members:

Name	Position
Karrie Kinder/ Paige McGuire	Administrators
Amber Martin, Holly Matney, Tonya Bowman, Sarah Mitchem	Classroom Teachers
Michelle Brown	Special Education Teacher
Leanna Collins	Librarian

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Team acknowledges this area needs continuous attention/ improvement.	8/2022	ongoing	Success is noted when 90% or more are familiar and demonstrates common vocabulary in all settings.
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Continue RTI process.	8/2022	ongoing	Evaluations result in identified students.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)		X		Committee feels this area needs continuous improvement.	8/2022	ongoing	Student progress/ data.
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)		X		Committee believes this area needs continuous improvement.	8/2022	ongoing	Student progress / data.
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Develop pre-assessments and use the data effectively.	8/2022	ongoing	Student progress/ data.
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.		X		An area to focus and be sure all teachers are using time effectively.	8/2022	ongoing	Student success / data.
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.		X		Parent involvement at school meetings and activities.	8/2022	ongoing	Attendance
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.		X		Addressing parent involvement at school activities	8/2022	ongoing	Attendance
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.		X		Team will address parent involvement for school activities.	8/2022	ongoing	Attendance
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Tazewell Primary

Date: August 2022 / June 2023

Planning Members:

Name	Position
Melett Smith/ Paige McGuire	Administrators
Brianna Cordle, Jacob Stowers, Angela McDaniel	Classroom Teachers
Wendy Dillon	Special Education Teacher
Pamela Woody	Counselor

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)		X		Addressing staffing	8/2022	ongoing	Special Education Teachers are included in all departmental meetings.
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)		X		ECSE students, as appropriate, will spend time in the blended ECSE classroom or the inclusion K classrooms.	8/2022	ongoing	Student schedules
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.							
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.		X		Staffing needs will be addressed.	8/2022	ongoing	Schedule / student progress.
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)		X		Scheduling will be addressed to protect planning time	8/2022	ongoing	Staff scheduling to ensure protected planning / instructional time.

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Common planning time will be addressed / scheduled.	8/2022	ongoing	Schedules / student progress.
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Common planning time will be addressed in the master schedule.	8/2022	ongoing	Schedule
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Graham Middle

Date: August 2022 / June 2023

Planning Members:

Name	Position
Lee Salyers / Kevin Law	Administrators
Karen Sluss, Ashley meadows, Amanda Watson,Justin Gray, Cathy Evans,	Classroom Teachers
Mary Beth Hash	Counselor
Lori Sharpe	Special Education Teacher

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.							
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.		X		Team acknowledges this is an area needing continuous planning. School.	8/2022	ongoing	Plans for behavioral support. Number of student infractions, reducing suspensions / disciplinary referrals to the office.

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.		X		Address this with HR and middle school supervisor.	8/2022	ongoing	Student progress / success
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)		X		Continue to look at and adjust the master schedule to protect common planning.	8/2022	ongoing	Student outcomes / progress

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Administration acknowledges a need to address common planning.	8/2022	ongoing	Schedule planning during school day, before or after school to ensure quality collaboration.
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)				.			
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Richlands Middle

Date: August 2022 / June 2023

Planning Members:

Name	Position
Sabrina Holmes / Jennifer McGee	Administrators
Brennan Arney, Teresa Newberry, Beth Smith, Melissa Honaker,Marsha Sparks	Classroom Teachers
Leanna Lowe	Special Education Aide (math)
Virginia Justus, Aaron Buchanan	Special Education Teachers

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Review common vocabulary during faculty meetings. Provide sheet of special education vocabulary words.	8/2022	ongoing	Usage of vocabulary will be fluid.
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Team acknowledges the need for continuous RTI improvement to identify students for services.	8/2022	ongoing	Evaluations / students identified for services. Reducing the number of special education referrals.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Implement short and informal preassessments to guide instruction.	8/2022	ongoing	Preassessments will be added to assessment audits.
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.		X		Begin the year with interest and learning inventory. Incorporate and address different learning styles in lessons.	8/2022	ongoing	Observations Student progress
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)				.			
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.		X		Expand the remind App. Include better incentives for parents to attend fun activities. Create apparent organization.	8/2022	ongoing	Improved communication leading to a more positive school climate.
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Tazewell Middle

Date: August 2022 / June 2023

Planning Members:

Name	Position
Chad Brown, Heather Larimer	Administrators
Ashley Reeves, Allison Gillespie, Taylor Richardson, Jarred Angles, and Jeremy Call	Classroom Teachers
Debbie Wallace	Counselor
Kaitlyn Oxford	Special Education Teacher
Amanda Baker	Parent

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Professional Development on specific vocabulary. Increase usage.	8/2022	ongoing	PD Agendas Communication Hand outs
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.		X		Continue to communicate ideas.	8/2022	ongoing	PD Agendas Communication
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)		X		Relationship building	8/2022	ongoing	PD
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Team acknowledges the need for continuous RTI improvement to identify students for services.	8/2022	ongoing	Evaluations / students identified for services. Reducing the number of special education referrals from 19% to 12%.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)							
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Professional Development Peer Observation.	8/2022	ongoing	Lesson Plans PD Agendas Observation Notes
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.		X		Professional Development	8/2022	ongoing	PD Agendas Lesson Plans Interest Inventories
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.		X		Professional Development Change in social distancing policies Nontraditional grouping via technology.	8/2022	ongoing	PD agendas Observation New Policies
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.		X		Currently revising PBIS	8/2022	ongoing	PBIS Materials

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.		X		Hiring teachers and paraprofessionals.	8/2022	ongoing	New hires
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.		X		Look at individual student needs. Schedules.	8/2022	ongoing	schedules
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.		X		Staffing	8/2022	ongoing	New hires
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)							
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)		X		Schedule	8/2022	ongoing	Schedule

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Common planning	8/2022	ongoing	Schedule
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)		X		Professional Development Common Planning	8/2022	ongoing	PD Agendas Schedules
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.		X		Common Planning Time	8/2022	ongoing	Schedule

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)		X		Common Planning	8/2022	ongoing	Schedule
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.		X		Professional Development	8/2022	ongoing	PD Agendas
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)		X		Increase family involvement in our school.	8/2022	ongoing	New programs Communication
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.		X		Increase family involvement in our school.	8/2022	ongoing	Improved communication New programs
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.		X		Increase family involvement in our school.	8/2022	ongoing	New programs Communication
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.		X		Increase family involvement in our school.	8/2022	ongoing	New programs Communication
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.		X		Increase family involvement in our school.	8/2022	ongoing	New programs Communication

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Graham High

Date: August 2022 / June 2023

Planning Members:

Name	Position
Joanne Young, Patrick Buckner	Administration
Tammy Heffinger	Counselor
William Roach, Cynthia Largen	Special Education Teachers
Kimberley Parnell, David Calfee, Matthew Dixon	Classroom Teachers

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)		X		Continue development using vocabulary during all faculty meetings, PD, and developmental meetings.	8/2022	ongoing	Understanding demonstrated by staff during meetings.
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	In Place & Successful	Must be Improved	Not in Place	Action Steps	Start	End	Evidence of Success
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).		X		Continue improving the process of identifying special needs students. Identify the difference between learning loss and learning disabilities.	8/2022	ongoing	GHS – within state and federal %.
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)		X		Continue to expand knowledge and implementation of differentiated activities. Continue to find research based instructional strategies matching the subject area and student level.	8/2022	ongoing	Grouping by interest creates more variety in the classroom and gets students engaged.
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)		X		Special Ed Teachers will meet with General Ed. Teachers to collaborate during designated planning time.	8/2022	ongoing	Implementation of instructional scaffolding.
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Develop and implement short pre-assessments in all areas.	8/2022	ongoing	Assessment Data
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.		X		Prioritize Building relationships and getting to know the students on day 1.	8/2022	ongoing	Student surveys / classroom engagement.
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)				.			
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Common planning times with Special Education Teachers.	8/2022	ongoing	Minutes / Agendas
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Master schedule / to work on common planning time.	8/2022	ongoing	Master schedule
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: Richlands High

Date: August 2022 / June 2023

Planning Members:

Name	Position
Rickie Vencill, Charity Hurst	Administration
Amy Davis	Counselor
Anthony Cox	Special Education Teacher / Coach
Michelle Elswick, Steven England, Amy Warner,Hannah Crawford,Frank Daughtery,	Classroom Teachers
Mike Street	Community leader
Rebecca Joyce	Parent

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)		X		Exploration of instructional strategies more fitting to subject areas.	8/2022	ongoing	Readings Activities Application of Knowledge
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)							
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Preassessment of vocabulary terms and review of SOL objectives	8/2022	ongoing	Compare data from assessments
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)				.			
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.		X		Schedule trainings / meetings	8/2022	ongoing	Student success
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Common planning times with Special Education Teachers.	8/2022	ongoing	Minutes / Agendas
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Provide common planning time.	8/2022	ongoing	Master schedule
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.		X		Shadowing across the county (teachers)	8/2022	ongoing	Sharing with faculty / departments findings from observations.

Virginia Inclusive Schools Planning Guide

School: Tazewell High

Date: August 2022 / June 2023

Planning Members:

Name	Position
Jerry Smith, Derick Smith	Administration
Patrick Cronce, Toni Tester, Laura Kincer, Jill Vogel, Lindsey Burris	Classroom Teachers
Caitlin Hutchinson	Band Director
Nathan Cline	Special Education Teacher

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.							
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).							

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)		X		Implement grouping strategies to address distinct learning needs.	8/2022	ongoing	Grouping by interest creates more variety in the classroom and gets students engaged.
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)		X		Special Ed Teachers will meet with General Ed. Teachers to collaborate during designated planning time.	8/2022	ongoing	Implementation of instructional scaffolding.
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.							
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.							
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.							

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)							
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.							
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.							
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)				.			
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)		X		Schedule protected planning time to allow administration, special education and general education opportunity to discuss concerns / students and plan accordingly.	8/2022	ongoing	schedule

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.		X		Common planning times with Special Education Teachers.	8/2022	ongoing	Minutes / Agendas
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)		X		Provide common planning time.	8/2022	ongoing	Master schedule
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)							
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.							
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.							
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.							
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)							
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.		X		Training / inclusive practices Webpages addressing inclusiveness (links for parents)	8/2022	ongoing	Parents / students participate in discussions in order to feel involved and voice suggestions.
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.							

Virginia Inclusive Schools Planning Guide

School: TCCTC

Date: August 2022 / June 2023

Planning Members:

Name	Position
Cynthia Hurley	Administrator

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

1. A Clear and Consistent Vision and Vocabulary for Inclusive Schools

Without a system-wide understanding of the district's vision for and plans to achieve inclusion for diverse students, success is limited and progress is difficult. In addition, without a clear vision and set of expectations for every school, school districts risk a lack of consistency from school to school and the potential for inequitable opportunities for students. Where noted, your school can reference the results from an annually administered Faculty Survey.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
1.1 A clear and consistent vision for services for students with disabilities in inclusive settings exists for the district.							
1.2 Our school faculty has met to review the district vision and we have aligned our school vision and practices to it. OR We have developed our own vision for inclusive practices in the absence of a district vision statement. (Survey Q1. >90%)							
1.3 We share a common vocabulary re: services for students with disabilities and inclusive practices throughout the entire school. (Survey Q2. >90%)							
1.4 Our school has a continuum of service options to meet student needs with a preference for services provided in the general education classroom, whenever appropriate. (Survey Q3. >90%)							
1.5 Leadership and faculty articulate the main points of the school's vision and commitment to all students.		X		Include main points of visionin student orientation sessions, add to the foyer informational monitor, add to social media, and website.	8/2022	ongoing	Documentation of action steps. Conversations of stakeholders reference vision in unplanned venues and becomes a natural outreach.
1.6 Faculty members feel a strong sense of shared responsibility for all students. (Survey Q4. >90%)							
1.7 The organizational structure for our school reflects shared ownership (e.g. there are no silos, no separate special education department, separate wings, etc.).		X		Additional paraprofessional to assist in academic classrooms. Continue to include ALL student services in the areas of JVG, Career Coach, SpEd, etc.	8/2022	ongoing	Student progress/ success.

Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

2. Legislative and Accountability Standards

Every state receiving funds for serving students with disabilities (all do) must submit and be measured against established standards. The Virginia DOE standards for accountability regarding implementation of inclusive practices for students with disabilities are as follows. Use this section to determine your school's status with regard to these standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
2.1 Our school is the home (neighborhood) school for students with disabilities receiving their education here.							
2.2 The percentage of students receiving special education services in your school mirrors state and federal statistics (Generally agreed upon as 8-12% per 2016 Annual Report to Congress re: Implementation of IDEA).							
2.3 Our school meets the VA state target of **70%** of students spending 80% OR MORE of the day in general education. (5A, State actual = 67.60.0%)							
2.4 Our school meets the VA state standard of LESS THAN **8%** of students with disabilities spending less than 40% of their time in the general education setting. (5B. State actual = 9.30%) Our school meets the VA state standard of less than 20% of students with disabilities in separate school, residential facilities, or homebound/hospital placements. (5C. State actual = 4.39%)							
2.5 More than 32% of students aged 3-5 with IEPs receive the majority of special education and related services in the regular early childhood program. (6A. State actual = 34.48%)							
2.6 Facilities used by students with disabilities (when specialized services are required) are not stigmatizing with regard to location, appearance or design.							

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Inclusive Practices in Successful Schools: Assessing Progress and Future Steps

3. Strong Tier One Instruction

Instruction in every general education classroom must offer rich, engaging and evidence-based instruction focused on on-grade level standards. If this is not present, students are more likely to experience difficulties in school and be referred for special education services. We must not find students eligible for and in need of special education services in response to poor instruction in the general education classroom. Tier 1 is arguably the most critical state in a Multi-Tiered System of Supports.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
3.1 Instruction in my classroom differentiated and effective for mixed-ability groups of students. (Survey Q5. >90%)		X		Additional staffing	8/2022	Ongoing?	
3.2 I use instructional scaffolds to accommodate diverse learner needs. (Survey Q6. >90%)		X		Additional staffing	8/2022	Ongoing?	
3.3 Pre-assessment is conducted prior to each new unit of instruction and guides teacher selection of instructional strategies.		X		Communicate expectations clearly to staff. Follow up to ensure fidelity.	8/2022	ongoing	
3.4 Teachers identify student interests and learning characteristics early in the school year and integrate this information in their instructional lessons.		X		This is in progress and improving as the experience of academic teachers increases- both areas have had a long term sub and new teachers to the profession.	8/2022	ongoing	Lesson plans, walkthroughs, and formal observations. Student academic success (grades, competency and credentialing achievements, etc.)
3.5 Flexible grouping is in use in every classroom, thus whole group instruction (or lecture) is not the predominant method of instructional delivery.							
3.6 A school-wide behavioral support system is in place and results in a positive and respectful learning environment for all students.		X		While we have behavioral supports in place to the best extent possible, we don't have the personnel to do much outside the individual classrooms. We have one administrator, one bookkeeper, secretary, one full time job coach, and 1, soon to be 2 special education paraprofessionals.	8/2022	ongoing	Student discipline referrals decrease.

4. Student-Centered Decisions/Staffing and Scheduling

The standard for making decisions about a student with disabilities follows the same continuum from least to most segregated settings and we use a clear model for ensuring that each decision is based on the needs and capabilities of the student.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
4.1 Staffing and scheduling decisions are based solely on the needs of individual students. Decisions are not made on the basis of labels, places or available services or space.							
4.2 Our school uses an objective, student-centered process for determining staffing that is consistent across grade levels/departments. (Survey Q7. >90%)		X		A school counselor is greatly needed. Due to Grant funding being lost a CIS position was cut.			
4.3 No single approach (co-teaching, support facilitation, resource etc.) is the only service delivery option for special needs students in our school.		X		Staffing does not allow co teaching, support facilitation, or resource beyond the one, now two special education paraprofessionals.			
4.4 Scheduling for special needs students is determined *before* the master schedule is prepared.							
4.5 Special education teachers recognize they may serve multiple roles throughout the day on the basis of student needs. Their roles are not defined by place or disability category. On the basis of student needs, a special teacher may provide both in-class support and support in a specialized setting.							

5. Effective Use of Resources

Many educators believe that inclusive practices are more costly than traditional services offered in 'pull-out' settings. Actually, when staffing and other costs are determined on the basis of student needs, staffing requirements typically decrease.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
5.1 During interviews for new faculty, the expectation of inclusive practices by all teachers and staff is clearly stated.							
5.2 Practices are in place to recruit and retain highly qualified educators who are skilled in implementing effective services for students with disabilities.		X		In place, but could be improved. CTE Teachers, especially career switchers, need specialized mentoring.	8/2022	ongoing	
5.3 All teachers, including teachers of students with disabilities, have access to grade level Teacher's Editions, all relevant materials and to professional development relative to the district curriculum and effective practices. (Survey Q8. >90%)							
5.4 The master scheduling process begins with the needs of students with disabilities.							
5.5 The times when required or popular subjects are scheduled (such as reading/language arts, Algebra 1, etc.) are varied throughout the day to maximize the availability of special education teachers and other specialized personnel.							
5.6 Training for paraprofessionals is provided to enable them to assume their instructional support roles with competence. (Survey Q9. >90%)				.			
5.7 Create clear and objective criteria for providing one-to-one paraprofessional-student services. This practice should be used only when the health, safety, or participation of the student requires it.							
5.8 Protected planning time is provided to coordinate planning, information sharing and service delivery for students with disabilities. (Survey Q10. >90%)							

6. Collaboration Among Educators

Effective collaboration among general and special educators, related service personnel, and parents represents the hallmark of inclusive schools. Time and support must be provided to increase the success of inclusion.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
6.1 Special education teachers are members of grade level or department teams and share planning times, professional development, and responsibility for all students.							
6.2 Common planning time is provided to support quality collaboration. (Survey Q11. >90%)							
6.3 General and special education co-teachers use a variety of instructional strategies and collaborative teaching approaches and equally share roles and responsibilities as appropriate. (Survey Q12. >90%)		X		Staffing being added (aide)	8/2022		
6.4 Special education teachers are welcomed in general education classrooms and are recognized as professionals of equal status.							
6.5 Teachers debrief successes and areas of concern in their practice on a regular basis.							

7. Specialized Support

In truly inclusive schools the needs of each student determine the setting in which he or she is educated. While there is a strong emphasis on providing the supports needed to enable each student to be successful in the general education classroom, if all options have been explored and services need to be provided outside of the general education classroom for part or all of the day, those services must meet quality standards.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
7.1 Individual decisions about specialized support reflect student needs rather than what is available on the campus.							
7.2 The services provided in specialized settings are specially designed to meet the student's individual needs that cannot be met *at this time* in the general education classroom.							
7.3 The general education curriculum is the standard for each student. Unique or non-standard curricula are used only when necessary for the student.							
7.4 Specialized support settings provide instruction to small groups of students who are working on the same, or very closely related, learner objectives at any given time.		X		Addressing this area.	8/2022	ongoing	Observations
7.5 Research-based instructional practices are used to support learning and improve academic achievement, functional outcomes, and post-school success.							
7.6 Instructional time is not wasted or students left idle. Inappropriate materials or activities are not used in the specialized setting. The requirement for well-used academic learning time is met in all classes – including in specialized support settings.		X		Addressing this area.	8/2022	ongoing	Student achievement, walk through observations, formal observations.
7.7 The special and general education teachers routinely communicate with one another and coordinate efforts to align the work in the special education classroom with the general education classroom. (Survey Q13. >90%)							
7.8 Community-based instruction, when appropriate for the student, especially for transition-aged students, is provided and the community is viewed as an inclusive setting.							
7.9 The need for services outside of the general education classroom is reviewed often and objectively and when appropriate, students with disabilities are returned to the general education. It is the team's responsibility to identify and address whatever deficit(s) is preventing the student from accessing the general classroom setting.							

8. Social Inclusion

While physical and academic inclusion are critical for the success of students with disabilities, each school must also focus on providing social inclusion opportunities with same-age peers. This addresses the needs of the 'whole child' and has a significant impact on well being, academic achievement, and post-school success.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
8.1 Regular and frequent opportunities are planned and provided for adults and youth to work together to solve problems and learn together.							
8.2 School staff provides high-quality opportunities for same-age students with and without intellectual disabilities to work together for the benefit of all. (Survey Q14. >90%)							
8.3 Physical barriers are eliminated and ensure a learning environment that is physically accessible, safe and supportive for all.		X		This is in place to the greatest extent possible given the specialized nature of our shops and lab areas.			
8.4 Our faculty members create opportunities for building relationships developed in classrooms and in social and after-school settings. (Survey Q15. >90%)		X					
8.5 Students with disabilities, including those with cognitive and emotional disabilities, have opportunities to serve in leadership roles in the school.							

9. Family and Community Engagement

As families, educators and community members recognize the importance of inclusive practices, new and authentic partnerships must be formed.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
9.1 Family members are included as active members of team making decisions about their child. (Survey Q16. >90%)							
9.2 School/district routinely builds relationships between families and schools through two-way communication, off-campus outreach, non-threatening fun activities, and a positive school climate.							
9.3 Students encourage family involvement through active participation in school programs/events and parent communication.							
9.4 Parents are provided information and training regarding inclusive practices and the ways that they can support success for their child.							
9.5 School/district provides opportunities for community involvement at the school, recognizing when appropriate, the community learning and work sites and their contributions to student success.							

10. Sustaining Inclusive Success

The following practices are essential to the success of inclusive practices, closing the achievement gap and creating a sharp focus on the roles and responsibilities of all stakeholders. Planning for sustainability should be incorporated into the earliest stages of planning and implementation.

Practice	Current Status			Action Steps	Start	End	Evidence of Success
	In Place & Successful	Must be Improved	Not in Place				
10.1 Inclusive education is recognized as a district-wide priority, not the priority of a single department. (Survey Q17. >90%)							
10.2 Leadership sessions are conducted periodically with key personnel to ensure the vocabulary and rationale regarding inclusion are uniformly understood and communicated.							
10.3 The district produces district and school-specific data snapshots to maintain the expectation of improvement and change.							
10.4 Model sites are identified and featured for school personnel and parents to visit and expand their knowledge of inclusive practices.		X			8/2022	ongoing	Teachers and administration try new inclusive practices while giving them enough time to evaluate carefully for effectiveness. And ensuring that they meet the actual needs of the school and classrooms. No one size fits all approach.

Trane Turnkey Proposal

Turnkey Proposal For:
Geno Parkhurst
Tazewell County Schools
506 Jeffersonville St
Tazewell, VA 24651-2465 U.S.A.

Local Trane Office:
Trane U.S. Inc.
10384 Wallace Alley Street
Kingsport, TN 37663

Local Trane Representative:
Rod Thaxton
Account Manager
Cell: (276) 698-5432
Office: (423) 224-1150

Proposal ID: 22-7030759
Trane Contracting Proposal L22-7030759
USC Quote# J3-161652-22-001USC
Cooperative Contract# USC 15-JLP-023

Date: July 26, 2022

Executive Summary

Trane is pleased to present a solution to help Tazewell County Schools reach its performance goals and objectives. This proposed project will enhance your operation by helping you to optimize your resources, improve the comfort in your facility, and reduce energy costs.

We appreciate the effort from Tazewell County Schools to assist in the HVAC system analysis and business discussions. Because of your efforts, we were able to develop a proposal that offers Turnkey retrofit service solutions to your specific concerns, based on Trane system knowledge and application expertise.

As your partner, Trane is committed to providing Turnkey retrofit services to help achieve a comfortable building environment for the people who occupy the building. For the people who own, manage and maintain the building, Trane is committed to providing reliable HVAC systems and products that improve performance.

Trane appreciates the opportunity to earn your business. Your investment in the proposed project is $66,706.**00.** This investment will provide Tazewell County Schools with the capability to significantly reduce operating costs and improve comfort conditions in your facility.

We look forward to partnering with Tazewell County Schools for your Turnkey retrofits service needs. I will be contacting you soon to discuss the proposal and to schedule the next steps

WE VALUE THE CONFIDENCE YOU HAVE PLACED IN TRANE AND LOOK FORWARD TO PARTNERING WITH YOU.

Rod Thaxton
Account Manager, Trane U.S. Inc.

Scope of work:

- ➢ The new equipment will include:
    - o (1) Gas Electric Packaged Unit
        - ▪ 20 Ton unit
        - ▪ DX cooling
        - ▪ Natural gas heat
        - ▪ R-410a refrigerant
        - ▪ 460/60/3 voltage
        - ▪ Symbio 700 controls
        - ▪ High gas heat
        - ▪ Economizer with comparative enthalpy
        - ▪ Merv 13 filters
        - ▪ Low ambient control
        - ▪ Programmable zone sensor
        - ▪ Adapter curb
- ➢ Deliver the new equipment to the site
- ➢ Recover refrigerant from the existing unit
- ➢ Remove the existing unit including disposal
- ➢ Set and seal the adapter curb
- ➢ Crane service and rigging required to set the new unit
- ➢ Extend and reconnect the existing power wiring
- ➢ Condensate drain piping
- ➢ Reconnect the existing gas piping including new gas pressure regulator
- ➢ Startup of all new equipment
- ➢ Control wiring as required
- ➢ Control programming
- ➢ Building permit
- ➢ Davis-Bacon Act compliance based on General Decision Number VA20210009 dated April 2, 2021

Exclusions:

- ➢ Work beyond normal business hours
- ➢ Duct cleaning
- ➢ Modification of any system ductwork below the roof line
- ➢ Replacement of duct mounted smoke detectors
- ➢ Connection of any equipment to a fire alarm panel
- ➢ Testing and balance beyond the new equipment
- ➢ Temporary controls or temporary heating/cooling

Prepared For:
Geno Parkhurst

Date:
July 26, 2022

Job Name:
Graham High School Replace Cafe' RTU

Proposal Number: 22-7030759

Delivery Terms:
Freight Allowed and Prepaid – F.O.B Factory

Payment Terms:
Net 30

State Contractor License Number:

Proposal Expiration Date:
30 Days

Pricing and Acceptance

Geno Parkhurst
Tazewell County Schools
506 Jeffersonville St
Tazewell, VA 24651-2465 U.S.A.

Site Address:
Graham High School
210 Valleydale St
Bluefield, VA 24605
United States

Price

Total Net Price (*Including appropriate Sales and/or Use Tax, if required by law*)……………………………………………………………………………………$66,706.00

Material: $39,608
Installation: $24,298
Davis Bacon: $2,800

Financial items not included

- MANUALLY ENTER ADDITIONAL ITEMS
- Bid Bond
- Payment and Performance Bond
- Guarantee of any energy, operational, or other savings

Respectfully submitted,

Rod Thaxton
Account Manager
Trane U.S. Inc.
(423) 224-1150

ACCEPTANCE

This proposal is subject to Customer's acceptance of the attached Trane Terms and Conditions (Installation).

We value the confidence you have placed in Trane and look forward to working with you.

COVID-19 NATIONAL EMERGENCY CLAUSE

The parties agree that they are entering into this Agreement while the nation is in the midst of a national emergency due to the Covid-19 pandemic ("Covid-19 Pandemic"). With the continued existence of Covid-19 Pandemic and the evolving guidelines and executive orders, it is difficult to determine the impact of the Covid-19 Pandemic on Trane's performance under this Agreement. Consequently, the parties agree as follows:

1. Each party shall use commercially reasonable efforts to perform its obligations under the Agreement and to meet the schedule and completion dates, subject to provisions below;
2. Each party will abide by any federal, state (US), provincial (Canada) or local orders, directives, or advisories regarding the Covid-19 Pandemic with respect to its performance of its obligations under this Agreement and each shall have the sole discretion in determining the appropriate and responsible actions such party shall undertake to so abide or to safeguard its employees, subcontractors, agents and suppliers;
3. Each party shall use commercially reasonable efforts to keep the other party informed of pertinent updates or developments regarding its obligations as the Covid-19 Pandemic situation evolves; and
4. If Trane's performance is delayed or suspended as a result of the Covid-19 Pandemic, Trane shall be entitled to an equitable adjustment to the project schedule and/or the contract price.

Submitted By: Rod Thaxton	Cell: (276_ 698-5432 Office: (423) 224-1150
[signature]	Proposal Date: July 26, 2022
CUSTOMER ACCEPTANCE Tazewell County Schools	**TRANE ACCEPTANCE** Trane U.S. Inc.
Authorized Representative	Authorized Representative
Printed Name	Printed Name
	Title
Title	
Purchase Order	Signature Date
Acceptance Date:	License Number:

TERMS AND CONDITIONS – COMMERCIAL INSTALLATION
"Company" shall mean Trane U.S. Inc..

1. Acceptance; Agreement. These terms and conditions are an integral part of Company's offer and form the basis of any agreement (the "Agreement") resulting from Company's proposal (the "Proposal") for the commercial goods and/or services described (the "Work"). **COMPANY'S TERMS AND CONDITIONS AND EQUIPMENT PRICES ARE SUBJECT TO PERIODIC CHANGE OR AMENDMENT.** The Proposal is subject to acceptance in writing by the party to whom this offer is made or an authorized agent ("Customer") delivered to Company within 30 days from the date of the Proposal. Prices in the Proposal are subject to change at any time upon notice to Customer. If Customer accepts the Proposal by placing an order, without the addition of any other terms and conditions of sale or any other modification, Customer's order shall be deemed acceptance of the Proposal subject to Company's terms and conditions. If Customer's order is expressly conditioned upon Company's acceptance or assent to terms and/or conditions other than those expressed herein, return of such order by Company with Company's terms and conditions attached or referenced serves as Company's notice of objection to Customer's terms and as Company's counteroffer to provide Work in accordance with the Proposal and the Company terms and conditions. If Customer does not reject or object in writing to Company within 10 days, Company's counteroffer will be deemed accepted. Notwithstanding anything to the contrary herein, Customer's acceptance of the Work by Company will in any event constitute an acceptance by Customer of Company's terms and conditions. This Agreement is subject to credit approval by Company. Upon disapproval of credit, Company may delay or suspend performance or, at its option, renegotiate prices and/or terms and conditions with Customer. If Company and Customer are unable to agree on such revisions, this Agreement shall be cancelled without any liability, other than Customer's obligation to pay for Work rendered by Company to the date of cancellation.

2. Connected Services. In addition to these terms and conditions, the Connected Services Terms of Service ("Connected Services Terms"), available at https://www.trane.com/TraneConnectedServicesTerms, as updated from time to time, are incorporated herein by reference and shall apply to the extent that Company provides Customer with Connected Services, as defined in the Connected Services Terms.

3. Title and Risk of Loss. All Equipment sales with destinations to Canada or the U.S. shall be made as follows: FOB Company's U.S. manufacturing facility or warehouse (full freight allowed). Title and risk of loss or damage to Equipment will pass to Customer upon tender of delivery of such to carrier at Company's U.S. manufacturing facility or warehouse.

4. Pricing and Taxes. Unless otherwise noted, the price in the Proposal includes standard ground transportation and, if required by law, all sales, consumer, use and similar taxes legally enacted as of the date hereof for equipment and material installed by Company. Tax exemption is contingent upon Customer furnishing appropriate certificates evidencing Customer's tax-exempt status. Company shall charge Customer additional costs for bonds agreed to be provided. Equipment sold on an uninstalled basis and any taxable labor/labour do not include sales tax and taxes will be added. Within thirty (30) days following Customer acceptance of the Proposal without addition of any other terms and conditions of sale or any modification, Customer shall provide notification of release for immediate production at Company's factory. Prices for Work are subject to change at any time prior to shipment to reflect any cost increases related to the manufacture, supply, and shipping of goods. This includes, but is not limited to, cost increases in raw materials, supplier components, labor, utilities freight, logistics, wages and benefits, regulatory compliance, or any other event beyond Company's control. If such release is not received within 6 months after date of order receipt, Company reserves the right to cancel any order. If shipment is delayed due to Customer's actions, Company may also charge Customer storage fees. Company shall be entitled to equitable adjustments in the contract price to reflect any cost increases as set forth above and will provide notice to Customer prior to the date for which the increased price is to be in effect for the applicable customer contract. In no event will prices be decreased.

5. Exclusions from Work. Company's obligation is limited to the Work as defined and does not include any modifications to the Work site under the Americans With Disabilities Act or any other law or building code(s). In no event shall Company be required to perform work Company reasonably believes is outside of the defined Work without a written change order signed by Customer and Company.

6. Performance. Company shall perform the Work in accordance with industry standards generally applicable in the area under similar circumstances as of the time Company performs the Work Company may refuse to perform any Work where working conditions could endanger property or put at risk the safety of persons. Unless otherwise agreed to by Customer and Company, at Customer's expense and before the Work begins, Customer will provide any necessary access platforms, catwalks to safely perform the Work in compliance with OSHA or state industrial safety regulations.

7. Payment. Customer shall pay Company's invoices within net 30 days of invoice date. Company may invoice Customer for all equipment or material furnished, whether delivered to the installation site or to an off-site storage facility and for all Work performed on-site or off-site. No retention shall be withheld from any payments except as expressly agreed in writing by Company, in which case retention shall be reduced per the contract documents and released no later than the date of substantial completion. Under no circumstances shall any retention be withheld for the equipment portion of the order. If payment is not received as required, Company may suspend performance and the time for completion shall be extended for a reasonable period of time not less than the period of suspension. Customer shall be liable to Company for all reasonable shutdown, standby and start-up costs as a result of the suspension. Company reserves the right to add to any account outstanding for more than 30 days a service charge equal to 1.5% of the principal amount due at the end of each month. Customer shall pay all costs (including attorneys' fees) incurred by Company in attempting to collect amounts due and otherwise enforcing these terms and conditions. If requested, Company will provide appropriate lien waivers upon receipt of payment. Customer agrees that, unless Customer makes payment in advance, Company will have a purchase money security interest in all equipment from Company to secure payment in full of all amounts due Company and its order for the equipment, together with these terms and conditions, form a security agreement. Customer shall keep the equipment free of all taxes and encumbrances, shall not remove the equipment from its original installation point and shall not assign or transfer any interest in the equipment until all payments due Company have been made.

8. Time for Completion. Except to the extent otherwise expressly agreed in writing signed by an authorized representative of Company, all dates provided by Company or its representatives for commencement, progress or completion are estimates only. While Company shall use commercially reasonable efforts to meet such estimated dates, Company shall not be responsible for any damages for its failure to do so. Delivery dates are approximate and not guaranteed. Company will use commercially reasonable efforts to deliver the Equipment on or before the estimated delivery date, will notify Customer if the estimated delivery dates cannot be honored, and will deliver the Equipment and services as soon as practicable thereafter. In no event will Company be liable for any damages or expenses caused by delays in delivery.

9. Access. Company and its subcontractors shall be provided access to the Work site during regular business hours, or such other hours as may be requested by Company and acceptable to the Work site' owner or tenant for the performance of the Work, including sufficient areas for staging, mobilization, and storage. Company's access to correct any emergency condition shall not be restricted. Customer grants to Company the right to remotely connect (via phone modem, internet or other agreed upon means) to Customer's building automation system (BAS) and or HVAC equipment to view, extract, or otherwise collect and retain data from the BAS, HVAC equipment, or other building systems, and to diagnose and remotely make repairs at Customer's request.

10. Completion. Notwithstanding any other term or condition herein, when Company informs Customer that the Work has been completed, Customer shall inspect the Work in the presence of Company's representative, and Customer shall either (a) accept the Work in its entirety in writing, or (b) accept the Work in part and specifically identify, in writing, any exception items. Customer agrees to re-inspect any and all excepted items as soon as Company informs Customer that all such excepted items have been completed. The initial acceptance inspection shall take place within ten (10) days from the date when Company informs Customer that the Work has been completed. Any subsequent re-inspection of excepted items shall take place within five (5) days from the date when Company informs Customer that the excepted items have been completed. Customer's failure to cooperate and complete any of said inspections within the required time limits shall constitute complete acceptance of the Work as of ten (10) days from date when Company informs Customer that the Work, or the excepted items, if applicable, has/have been completed.

11. Permits and Governmental Fees. Company shall secure (with Customer's assistance) and pay for building and other permits and governmental fees, licenses, and inspections necessary for proper performance and completion of the Work which are legally required when bids from Company's subcontractors are received, negotiations thereon concluded, or the effective date of a relevant Change Order, whichever is later. Customer is responsible for necessary approvals, easements, assessments and charges for construction, use or occupancy of permanent structures or for permanent changes to existing facilities. If the cost of such permits, fees, licenses and inspections are not included in the Proposal, Company will invoice Customer for such costs.

12. Utilities During Construction. Customer shall provide without charge to Company all water, heat, and utilities required for performance of the Work.

13. Concealed or Unknown Conditions. In the performance of the Work, if Company encounters conditions at the Work site that are (i) subsurface or otherwise concealed physical conditions that differ materially from those indicated on drawings expressly incorporated herein or (ii) unknown physical conditions of an unusual nature that differ materially from those conditions ordinarily found to exist and generally recognized as inherent in construction activities of the type and character as the Work, Company shall notify Customer of such conditions promptly, prior to significantly disturbing same. If such conditions differ materially and cause an increase in Company's cost of, or time required for, performance of any part of the Work, Company shall be entitled to, and Customer shall consent by Change Order to, an equitable adjustment in the Contract Price, contract time, or both.

14. Pre-Existing Conditions. Company is not liable for any claims, damages, losses, or expenses, arising from or related to conditions that existed in, on, or upon the Work site before the Commencement Date of this Agreement ("Pre-Existing Conditions"), including, without limitation, damages, losses, or expenses involving Pre-Existing Conditions of building envelope issues, mechanical issues, plumbing issues, and/or indoor air quality issues involving mold/mould and/or fungi. Company also is not liable for any claims, damages, losses, or expenses, arising from or related to work done by or services provided by individuals or entities that are not employed by or hired by Company.

15. Asbestos and Hazardous Materials. Company's Work and other services in connection with this Agreement expressly excludes any identification, abatement, cleanup, control, disposal, removal or other work connected with asbestos, polychlorinated biphenyl ("PCB"), or other hazardous materials (hereinafter, collectively, "Hazardous Materials"). Customer warrants and represents that, except as set forth in a writing signed by Company, there are no Hazardous Materials on the Work site that will in any way affect Company's Work and Customer has disclosed to Company the existence and location of any Hazardous Materials in all areas within which Company will be performing the Work. Should Company become aware of or suspect the presence of Hazardous Materials, Company may immediately stop work in the affected area and shall notify Customer. Customer will be exclusively responsible for taking any and all action necessary to correct the condition in accordance with all applicable laws and regulations. Customer shall be exclusively responsible for and, to the fullest extent permitted by law, shall indemnify and hold harmless Company (including its employees, agents and subcontractors) from and against any loss, claim, liability, fees, penalties, injury (including death) or liability of any nature, and the payment thereof arising out of or relating to any Hazardous Materials on or about the Work site, not brought onto the Work site by Company. Company shall be required to resume performance of the Work in the affected area only in the absence of Hazardous Materials or when the affected area has been rendered harmless. In no event shall Company be obligated to transport or handle Hazardous Materials, provide any notices to any governmental agency, or examine the Work site for the presence of Hazardous Materials.

16. Force Majeure. Company's duty to perform under this Agreement is contingent upon the non-occurrence of an Event of Force Majeure. If Company shall be unable to carry out any material obligation under this Agreement due to an Event of Force Majeure, this Agreement shall at Company's election (i) remain in effect but Company's obligations shall be suspended until the uncontrollable event terminates or (ii) be terminated upon 10 days notice to Customer, in which event Customer shall pay Company for all parts of the Work furnished to the date of termination. An "Event of Force Majeure" shall mean any cause or event beyond the control of Company. Without limiting the foregoing, "Event of Force Majeure" includes: acts of God; acts of terrorism, war or the public enemy; flood; earthquake; tornado; storm; fire; civil disobedience; pandemic insurrections; riots; labor/labour disputes; labor/labour or material shortages; sabotage; restraint by court order or public authority (whether valid or invalid), and action or non-action by or inability to obtain or keep in force the necessary governmental authorizations, permits, licenses, certificates or approvals if not caused by Company; and the requirements of any applicable government in any manner that diverts either the material or the finished product to the direct or indirect benefit of the government.

17. Customer's Breach. Each of the following events or conditions shall constitute a breach by Customer and shall give Company the right, without an election of remedies, to terminate this Agreement or suspend performance by delivery of written notice: (1) Any failure by Customer to pay amounts when due; or (2) any general assignment by Customer for the benefit of its creditors, or if Customer becomes bankrupt or insolvent or takes the benefit of any statute for bankrupt or insolvent debtors, or makes or proposes to make any proposal or arrangement with creditors, or if any steps are taken for the winding up or other termination of Customer or the liquidation of its assets, or if a trustee, receiver, or similar person is appointed over any of the assets or interests of Customer; (3) Any representation or warranty furnished by Customer in this Agreement is false or misleading in any material respect when made; or (4) Any failure by Customer to perform or comply with any material provision of this Agreement. Customer shall be liable to Company for all Work furnished to date and all damages sustained by Company (including lost profit and overhead).

18. Indemnity. To the fullest extent permitted by law, Company and Customer shall indemnify, defend and hold harmless each other from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or tangible personal property, to the extent caused by the negligence or misconduct of their respective employees or other authorized agents in connection with their activities within the scope of this Agreement. Neither party shall indemnify the other against claims, damages, expenses or liabilities to the extent attributable to the acts or omissions of the other party. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify will continue in full force and effect, notwithstanding the expiration or early termination hereof, with respect to any claims based on facts or conditions that occurred prior to expiration or termination.

19. Limitation of Liability. NOTWITHSTANDING ANYTHING TO THE CONTRARY, IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT CONSEQUENTIAL, OR PUNITIVE OR EXEMPLARY DAMAGES (INCLUDING WITHOUT LIMITATION BUSINESS INTERRUPTION, LOST DATA, LOST REVENUE, LOST PROFITS, LOST DOLLAR SAVINGS, OR LOST ENERGY USE SAVINGS, INCLUDING CONTAMINANTS LIABILITIES, EVEN IF A PARTY HAS BEEN ADVISED OF SUCH POSSIBLE DAMAGES OR IF SAME WERE REASONABLY FORESEEABLE AND REGARDLESS OF WHETHER THE CAUSE OF ACTION IS FRAMED IN CONTRACT, NEGLIGENCE, ANY OTHER TORT, WARRANTY, STRICT LIABILITY, OR PRODUCT LIABILITY). In no event will Company's liability in connection with the provision of products or services or otherwise under this Agreement exceed the entire amount paid to Company by Customer under this Agreement.

20. CONTAMINANTS LIABILITY
The transmission of COVID-19 may occur in a variety of ways and circumstances, many of the aspects of which are currently not known. HVAC systems, products, services and other offerings have not been tested for their effectiveness in reducing the spread of COVID-19, including through the air in closed environments. **IN NO EVENT WILL COMPANY BE LIABLE UNDER THIS AGREEMENT OR OTHERWISE FOR ANY INDEMNIFICATION, ACTION OR CLAIM, WHETHER BASED ON WARRANTY, CONTRACT, TORT OR OTHERWISE, FOR ANY BODILY INJURY (INCLUDING DEATH), DAMAGE TO PROPERTY, OR ANY OTHER LIABILITIES, DAMAGES OR COSTS RELATED TO CONTAMINANTS (INCLUCING THE SPREAD, TRANSMISSION, MITIGATION, ELIMINATION, OR CONTAMINATION THEREOF) (COLLECTIVELY, "CONTAMINANT LIABILITIES") AND CUSTOMER HEREBY EXPRESSLY RELEASES COMPANY FROM ANY SUCH CONTAMINANTS LIABILITIES.**

21. Patent Indemnity. Company shall protect and indemnify Customer from and against all claims, damages, judgments and loss arising from infringement or alleged infringement of any United States patent by any of the goods manufactured by Company and delivered hereunder, provided that in the event of suit or threat of suit for patent infringement, Company shall promptly be notified and given full opportunity to negotiate a settlement. Company does not warrant against infringement by reason of Customer's design of the articles or the use thereof in combination with other materials or in the operation of any process. In the event of litigation, Customer agrees to reasonably cooperate with Company. In connection with any proceeding under the provisions of this Section, all parties concerned shall be entitled to be represented by counsel at their own expense.

22. Limited Warranty. Company warrants for a period of 12 months from the date of substantial completion ("Warranty Period") commercial equipment manufactured and installed by Company against failure due to defects in material and manufacture and that the labor/labour furnished is warranted to have been properly performed (the "Limited Warranty"). Trane equipment sold on an uninstalled basis is warranted in accordance with Company's standard warranty for supplied equipment. **Product manufactured by Company that includes required startup and is sold in North America will not be warranted by Company unless Company performs the product start-up.** Substantial completion shall be the earlier of the date that the Work is sufficiently complete so that the Work can be utilized for its intended use or the date that Customer receives beneficial use of the Work. If such defect is discovered within the Warranty Period, Company will correct the defect or furnish replacement equipment (or, at its option, parts therefor) and, if said equipment was installed pursuant hereto, labor/labour associated with the replacement of parts or equipment not conforming to this Limited Warranty. Defects must be reported to Company within the

Warranty Period. Exclusions from this Limited Warranty include damage or failure arising from: wear and tear; corrosion, erosion, deterioration; Customer's failure to follow the Company-provided maintenance plan; refrigerant not supplied by Company; and modifications made by others to Company's equipment. Company shall not be obligated to pay for the cost of lost refrigerant.   Notwithstanding the foregoing, all warranties provided herein terminate upon termination or cancellation of this Agreement. No warranty liability whatsoever shall attach to Company until the Work has been paid for in full and then said liability shall be limited to the lesser of Company's cost to correct the defective Work and/or the purchase price of the equipment shown to be defective. Equipment, material and/or parts that are not manufactured by Company ("Third-Party Product(s)") are not warranted by Company and have such warranties as may be extended by the respective manufacturer. **CUSTOMER UNDERSTANDS THAT COMPANY IS NOT THE MANUFACTURER OF ANY THIRD-PARTY PRODUCT(S) AND ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS ARE THOSE OF THE THIRD-PARTY MANUFACTURER, NOT COMPANY AND CUSTOMER IS NOT RELYING ON ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS REGARDING THE THIRD-PARTY PRODUCT THAT MAY BE PROVIDED BY COMPANY OR ITS AFFILIATES, WHETHER ORAL OR WRITTEN. THE WARRANTY AND LIABILITY SET FORTH IN THIS AGREEMENT ARE IN LIEU OF ALL OTHER WARRANTIES AND LIABILITIES, WHETHER IN CONTRACT OR IN NEGLIGENCE, EXPRESS OR IMPLIED, IN LAW OR IN FACT, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND/OR OTHERS ARISING FROM COURSE OF DEALING OR TRADE.   COMPANY MAKES NO REPRESENTATION OR WARRANTY .OF ANY KIND, INCLUDING WARRANTY OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE. ADDITIONALLY, COMPANY MAKES NO REPRESENTATION OR WARRANTY OF ANY KIND REGARDING PREVENTING, ELIMINATING, REDUCING OR INHIBITING ANY MOLD, FUNGUS, BACTERIA, VIRUS, MICROBIAL GROWTH, OR ANY OTHER CONTAMINANTS (INCLUDING COVID-19 OR ANY SIMILAR VIRUS) (COLLECTIVELY, "CONTAMINANTS"), WHETHER INVOLVING OR IN CONNECTION WITH EQUIPMENT, ANY COMPONENT THEREOF, SERVICES OR OTHERWISE. IN NO EVENT SHALL COMPANY HAVE ANY LIABILITY FOR THE PREVENTION, ELIMINATION, REDUCTION OR INHIBITION OF THE GROWTH OR SPREAD OF SUCH CONTAMINANTS INVOLVING OR IN CONNECTION WITH ANY EQUIPMENT, THIRD-PARTY PRODUCT, OR ANY COMPONENT THEREOF, SERVICES OR OTHERWISE AND CUSTOMER HEREBY SPECIFICALLY ACKNOWLDGES AND AGREES THERETO.**

23. Insurance. Company agrees to maintain the following insurance while the Work is being performed with limits not less than shown below and will, upon request from Customer, provide a Certificate of evidencing the following coverage:

Commercial General Liability	$2,000,000 per occurrence
Automobile Liability	$2,000,000 CSL
Workers Compensation	Statutory Limits

If Customer has requested to be named as an additional insured under Company's insurance policy, Company will do so but only subject to Company's manuscript additional insured endorsement under its primary Commercial General Liability policies. In no event does Company waive its right of subrogation.

24. Commencement of Statutory Limitation Period. Except as to warranty claims, as may be applicable, any applicable statutes of limitation for acts or failures to act shall commence to run, and any alleged cause of action stemming therefrom shall be deemed to have accrued, in any and all events not later than the last date that Company or its subcontractors physically performed work on the project site.

25. General. Except as provided below, to the maximum extent provided by law, this Agreement is made and shall be interpreted and enforced in accordance with the laws of the state or province in which the Work is performed, without regard to choice of law principles which might otherwise call for the application of a different state's or province's law. Any dispute arising under or relating to this Agreement that is not disposed of by agreement shall be decided by litigation in a court of competent jurisdiction located in the state or province in which the Work is performed. Any action or suit arising out of or related to this Agreement must be commenced within one year after the cause of action has accrued. To the extent the Work site is owned and/or operated by any agency of the Federal Government, determination of any substantive issue of law shall be according to the Federal common law of Government contracts as enunciated and applied by Federal judicial bodies and boards of contract appeals of the Federal Government. This Agreement contains all of the agreements, representations and understandings of the parties and supersedes all previous understandings, commitments or agreements, oral or written, related to the subject matter hereof. This Agreement may not be amended, modified or terminated except by a writing signed by the parties hereto. No documents shall be incorporated herein by reference except to the extent Company is a signatory thereon. If any term or condition of this Agreement is invalid, illegal or incapable of being enforced by any rule of law, all other terms and conditions of this Agreement will nevertheless remain in full force and effect as long as the economic or legal substance of the transaction contemplated hereby is not affected in a manner adverse to any party hereto. Customer may not assign, transfer, or convey this Agreement, or any part hereof, or its right, title or interest herein, without the written consent of the Company. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of Customer's permitted successors and assigns. This Agreement may be executed in several counterparts, each of which when executed shall be deemed to be an original, but all together shall constitute but one and the same Agreement. A fully executed facsimile copy hereof or the several counterparts shall suffice as an original.

26. Equal Employment Opportunity/Affirmative Action Clause. Company is a federal contractor that complies fully with Executive Order 11246, as amended, and the applicable regulations contained in 41 C.F.R. Parts 60-1 through 60-60, 29 U.S.C. Section 793 and the applicable regulations contained in 41 C.F.R. Part 60-741; and 38 U.S.C. Section 4212 and the applicable regulations contained in 41 C.F.R. Part 60-250 Executive Order 13496 and Section 29 CFR 471, appendix A to subpart A, regarding the notice of employee rights in the United States and with Canadian Charter of Rights and Freedoms Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11 and applicable Provincial Human Rights Codes and employment law in Canada.

27. U.S. Government Work.

The following provision applies only to direct sales by Company to the US Government. The Parties acknowledge that all items or services ordered and delivered under this Agreement are Commercial Items as defined under Part 12 of the Federal Acquisition Regulation (FAR). In particular, Company agrees to be bound only by those Federal contracting clauses that apply to "commercial" suppliers and that are contained in FAR 52.212-5(e)(1). Company complies with 52.219-8 or 52.219-9 in its service and installation contracting business.

The following provision applies only to indirect sales by Company to the US Government. As a Commercial Item Subcontractor, Company accepts only the following mandatory flow down provisions in effect as of the date of this subcontract: 52.203-19; 52.204-21; 52.204-23; 52.219-8; 52.222-21; 52.222-26; 52.222-35; 52.222-36; 52.222-50; 52.225-26; 52.247-64. If the Work is in connection with a U.S. Government contract, Customer certifies that it has provided and will provide current, accurate, and complete information, representations and certifications to all government officials, including but not limited to the contracting officer and officials of the Small Business Administration, on all matters related to the prime contract, including but not limited to all aspects of its ownership, eligibility, and performance. Anything herein notwithstanding, Company will have no obligations to Customer unless and until Customer provides Company with a true, correct and complete executed copy of the prime contract. Upon request, Customer will provide copies to Company of all requested written communications with any government official related to the prime contract prior to or concurrent with the execution thereof, including but not limited to any communications related to Customer's ownership, eligibility or performance of the prime contract. Customer will obtain written authorization and approval from Company prior to providing any government official any information about Company's performance of the work that is the subject of the Proposal or this Agreement, other than the Proposal or this Agreement.

28. Limited Waiver of Sovereign Immunity. If Customer is an Indian tribe (in the U.S.) or a First Nation or Band Council (in Canada), Customer, whether acting in its capacity as a government, governmental entity, a duly organized corporate entity or otherwise, for itself and for its agents, successors, and assigns: (1) hereby provides this limited waiver of its sovereign immunity as to any damages, claims, lawsuit, or cause of action (herein "Action") brought against Customer by Company and arising or alleged to arise out of the furnishing by Company of any product or service under this Agreement, whether such Action is based in contract, tort, strict liability, civil liability or any other legal theory; (2) agrees that jurisdiction and venue for any such Action shall be proper and valid (a) if Customer is in the U.S., in any state or United States court located in the state in which Company is performing this Agreement or (b) if Customer is in Canada, in the superior court of the province or territory in which the work was performed; (3) expressly consents to such Action, and waives any objection to jurisdiction or venue; (4) waives any requirement of exhaustion of tribal court or administrative remedies for any Action arising out of or related to this Agreement; and (5) expressly acknowledges and agrees that Company is not subject to the jurisdiction of Customer's tribal court or any similar tribal forum, that

Customer will not bring any action against Company in tribal court, and that Customer will not avail itself of any ruling or direction of the tribal court permitting or directing it to suspend its payment or other obligations under this Agreement. The individual signing on behalf of Customer warrants and represents that such individual is duly authorized to provide this waiver and enter into this Agreement and that this Agreement constitutes the valid and legally binding obligation of Customer, enforceable in accordance with its terms.

1-26.251-10(1221)
Supersedes 1-26.251-10(0821)

Trane Turnkey Proposal
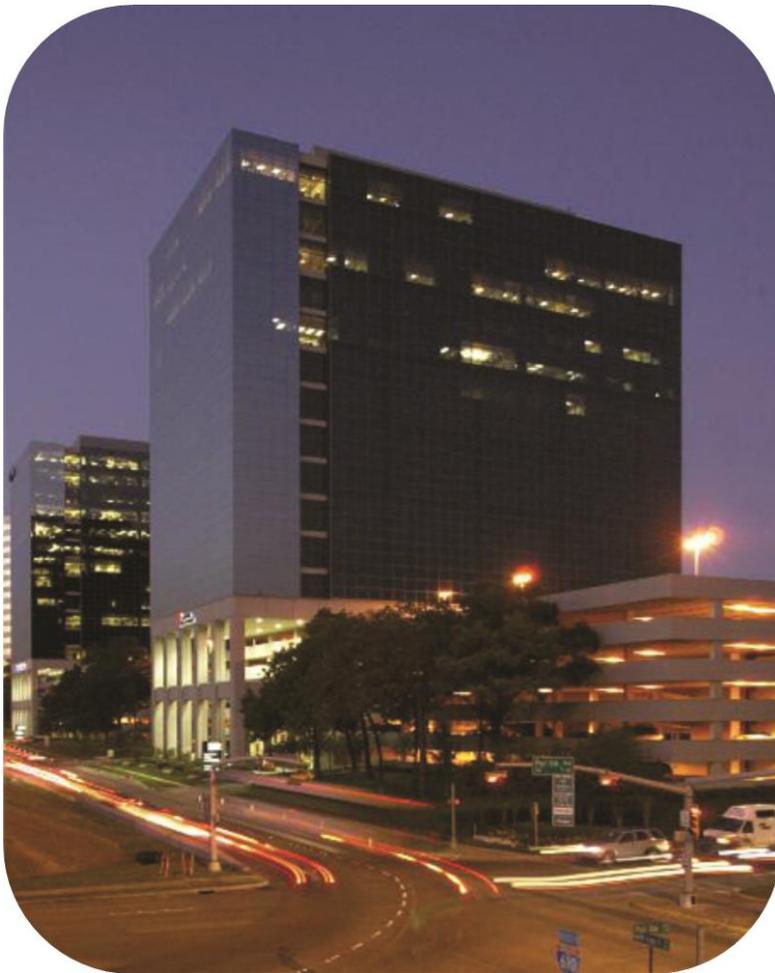
Turnkey Proposal For:
Geno Parkhurst
Tazewell County Schools
506 Jeffersonville St
Tazewell, VA 24651-2465 U.S.A.

Local Trane Office:
Trane U.S. Inc.
10384 Wallace Alley Street
Kingsport, TN 37663

Local Trane Representative:
Rod Thaxton
Account Manager
Cell: (276) 698-5432
Office: (423) 224-1150

Proposal ID: 22-3100146
Quote Number: 23-161652-21-013
Co-op Contract Number: USC 15-JLP-023

Date: July 26, 2022

Executive Summary

Trane is pleased to present a solution to help Tazewell County Schools reach its performance goals and objectives. This proposed project will enhance your operation by helping you to optimize your resources, improve the comfort in your facility, and reduce energy costs.

We appreciate the effort from Tazewell County Schools to assist in the HVAC system analysis and business discussions. Because of your efforts, we were able to develop a proposal that offers Turnkey retrofit service solutions to your specific concerns, based on Trane system knowledge and application expertise.

As your partner, Trane is committed to providing Turnkey retrofit services to help achieve a comfortable building environment for the people who occupy the building. For the people who own, manage and maintain the building, Trane is committed to providing reliable HVAC systems and products that improve performance.

Trane appreciates the opportunity to earn your business. Your investment in the proposed project is $716,318.00. This investment will provide Tazewell County Schools with the capability to significantly reduce operating costs and improve comfort conditions in your facility.

We look forward to partnering with Tazewell County Schools for your Turnkey retrofits service needs. I will be contacting you soon to discuss the proposal and to schedule the next steps

WE VALUE THE CONFIDENCE YOU HAVE PLACED IN TRANE AND LOOK FORWARD TO PARTNERING WITH YOU.

Rod Thaxton
Account Manager, Trane U.S. Inc.

Prepared For:
Geno Parkhurst

Date:
July 26, 2022

Job Name:
Tazewell Co Schools Richlands Middle Chiller Replacement USC

Proposal Number:

Delivery Terms:
Freight Allowed and Prepaid – F.O.B Factory

Payment Terms:
Net 30

State Contractor License Number:

Proposal Expiration Date:
30 Days

Scope of Work

Trane proposes to provide all labor, materials, equipment, and tools necessary to provide the following:

- ➤ The new equipment will include:
  - ○ (1) Trane RTAC Air Cooled Chiller
    - ▪ 250 ton capacity
    - ▪ 460/60/3 voltage
    - ▪ Standard configuration based on water
    - ▪ Standard ambient
    - ▪ Single point power connection with circuit breaker
    - ▪ Bacnet interface
    - ▪ Refrigerant isolation valves
    - ▪ Factory installed sound attenuation
    - ▪ Architectual louvered panels
    - ▪ 5 year parts and labor warranty whole unit

  - ○ (1) Chilled Water Pump Skid
    - ▪ Dual Pumps
    - ▪ Motor starters
    - ▪ Controls

- ➤ Deliver the new equipment to the site
- ➤ Remove and dispose of the existing chiller, pumps and cooling tower
- ➤ Forming and pouring of a concrete pad to accept the new chiller and pump skid
- ➤ Crane service and rigging required to set the new equipment

➢ Chilled water piping required to connect the new chiller and pump skid to the existing building system
➢ Insulation of all new piping to match the existing installation
➢ Piping on the building exterior will be heat traced and jacketed
➢ Extension of the electrical power wiring to the new chiller
➢ Pump interlock wiring
➢ Control wiring to interface the new chiller with the existing Trane BAS
➢ Startup of the new equipment
➢ Control programming
➢ Bollards around the new chiller
➢ Engineered mechanical drawings
➢ Building permit
➢ Davis-Bacon Act compliance based on General Decision Number VA20210009 dated April 2, 2021

EXCLUSIONS

➢ Repair parts or labor associated with any unforeseen system deficiencies
➢ Work beyond normal business hours unless specified above
➢ Any work on the existing building expansion tank or make-up water system other than as noted above
➢ Any work on the building chilled water system other than as noted above
➢ Water balance beyond the new equipment
➢ Water treatment including glycol solutions
➢ New or replacement manual or motorized valves
➢ Replacement of the existing Building Control Unit or MP-581 controller
➢ Connection of any equipment to a fire alarm panel
➢ Electrical or structural engineering including drawings

WARRANTIES

➢ Parts, materials and labor shall be warranted for a period of one (1) year from date of project completion

Pricing and Acceptance

Geno Parkhurst
Tazewell County Schools
506 Jeffersonville St
Tazewell, VA 24651-2465 U.S.A.

Site Address:
Richlands Middle School
293 Front St
Richlands, VA 24641
United States

Price

Total Net Price (*Including appropriate Sales and/or Use Tax, if required by law)*…………………………………………………………………………………………$716,318.00

Material = $ 363,000
Installation = $ 340,718
Davis-Bacon = $12,600

Your Trane representative can provide a formal ADP quotation to lock in your savings.

Financial items not included

- Bid Bond
- Payment and Performance Bond
- Guarantee of any energy, operational, or other savings

Respectfully submitted,

Rod Thaxton
Account Manager
Trane U.S. Inc.
(423) 224-1150

ACCEPTANCE

This proposal is subject to Customer's acceptance of the attached Trane Terms and Conditions (Installation).

We value the confidence you have placed in Trane and look forward to working with you.

COVID-19 NATIONAL EMERGENCY CLAUSE

The parties agree that they are entering into this Agreement while the nation is in the midst of a national emergency due to the Covid-19 pandemic ("Covid-19 Pandemic"). With the continued existence of Covid-19 Pandemic and the evolving guidelines and executive orders, it is difficult to determine the impact of the Covid-19 Pandemic on Trane's performance under this Agreement. Consequently, the parties agree as follows:

1. Each party shall use commercially reasonable efforts to perform its obligations under the Agreement and to meet the schedule and completion dates, subject to provisions below;
2. Each party will abide by any federal, state (US), provincial (Canada) or local orders, directives, or advisories regarding the Covid-19 Pandemic with respect to its performance of its obligations under this Agreement and each shall have the sole discretion in determining the appropriate and responsible actions such party shall undertake to so abide or to safeguard its employees, subcontractors, agents and suppliers;
3. Each party shall use commercially reasonable efforts to keep the other party informed of pertinent updates or developments regarding its obligations as the Covid-19 Pandemic situation evolves; and
4. If Trane's performance is delayed or suspended as a result of the Covid-19 Pandemic, Trane shall be entitled to an equitable adjustment to the project schedule and/or the contract price.

Submitted By: Rod Thaxton	Cell: (276) 698-5432
(signature)	Office: (423) 224-1150
_____	Proposal Date: July 26, 2022
CUSTOMER ACCEPTANCE	
Tazewell County Schools	**TRANE ACCEPTANCE**
	Trane U.S. Inc.
Authorized Representative	
	Authorized Representative
Printed Name	
	Printed Name
Title	Title
Purchase Order	Signature Date
Acceptance Date:	License Number:

TERMS AND CONDITIONS – COMMERCIAL INSTALLATION
"Company" shall mean Trane U.S. Inc..

1. Acceptance; Agreement. These terms and conditions are an integral part of Company's offer and form the basis of any agreement (the "Agreement") resulting from Company's proposal (the "Proposal") for the commercial goods and/or services described (the "Work"). **COMPANY'S TERMS AND CONDITIONS AND EQUIPMENT PRICES ARE SUBJECT TO PERIODIC CHANGE OR AMENDMENT.** The Proposal is subject to acceptance in writing by the party to whom this offer is made or an authorized agent ("Customer") delivered to Company within 30 days from the date of the Proposal. Prices in the Proposal are subject to change at any time upon notice to Customer. If Customer accepts the Proposal by placing an order, without the addition of any other terms and conditions of sale or any other modification, Customer's order shall be deemed acceptance of the Proposal subject to Company's terms and conditions. If Customer's order is expressly conditioned upon Company's acceptance or assent to terms and/or conditions other than those expressed herein, return of such order by Company with Company's terms and conditions attached or referenced serves as Company's notice of objection to Customer's terms and as Company's counteroffer to provide Work in accordance with the Proposal and the Company terms and conditions. If Customer does not reject or object in writing to Company within 10 days, Company's counteroffer will be deemed accepted. Notwithstanding anything to the contrary herein, Customer's acceptance of the Work by Company will in any event constitute an acceptance by Customer of Company's terms and conditions. This Agreement is subject to credit approval by Company. Upon disapproval of credit, Company may delay or suspend performance or, at its option, renegotiate prices and/or terms and conditions with Customer. If Company and Customer are unable to agree on such revisions, this Agreement shall be cancelled without any liability, other than Customer's obligation to pay for Work rendered by Company to the date of cancellation.

2. Connected Services. In addition to these terms and conditions, the Connected Services Terms of Service ("Connected Services Terms"), available at https://www.trane.com/TraneConnectedServicesTerms, as updated from time to time, are incorporated herein by reference and shall apply to the extent that Company provides Customer with Connected Services, as defined in the Connected Services Terms.

3. Title and Risk of Loss. All Equipment sales with destinations to Canada or the U.S. shall be made as follows: FOB Company's U.S. manufacturing facility or warehouse (full freight allowed). Title and risk of loss or damage to Equipment will pass to Customer upon tender of delivery of such to carrier at Company's U.S. manufacturing facility or warehouse.

4. Pricing and Taxes. Unless otherwise noted, the price in the Proposal includes standard ground transportation and, if required by law, all sales, consumer, use and similar taxes legally enacted as of the date hereof for equipment and material installed by Company. Tax exemption is contingent upon Customer furnishing appropriate certificates evidencing Customer's tax-exempt status. Company shall charge Customer additional costs for bonds agreed to be provided. Equipment sold on an uninstalled basis and any taxable labor/labour do not include sales tax and taxes will be added. Within thirty (30) days following Customer acceptance of the Proposal without addition of any other terms and conditions of sale or any modification, Customer shall provide notification of release for immediate production at Company's factory. Prices for Work are subject to change at any time prior to shipment to reflect any cost increases related to the manufacture, supply, and shipping of goods. This includes, but is not limited to, cost increases in raw materials, supplier components, labor, utilities freight, logistics, wages and benefits, regulatory compliance, or any other event beyond Company's control. If such release is not received within 6 months after date of order receipt, Company reserves the right to cancel any order. If shipment is delayed due to Customer's actions, Company may also charge Customer storage fees. Company shall be entitled to equitable adjustments in the contract price to reflect any cost increases as set forth above and will provide notice to Customer prior to the date for which the increased price is to be in effect for the applicable customer contract. In no event will prices be decreased.

5. Exclusions from Work. Company's obligation is limited to the Work as defined and does not include any modifications to the Work site under the Americans With Disabilities Act or any other law or building code(s). In no event shall Company be required to perform work Company reasonably believes is outside of the defined Work without a written change order signed by Customer and Company.

6. Performance. Company shall perform the Work in accordance with industry standards generally applicable in the area under similar circumstances as of the time Company performs the Work Company may refuse to perform any Work where working conditions could endanger property or put at risk the safety of persons. Unless otherwise agreed to by Customer and Company, at Customer's expense and before the Work begins, Customer will provide any necessary access platforms, catwalks to safely perform the Work in compliance with OSHA or state industrial safety regulations.

7. Payment. Customer shall pay Company's invoices within net 30 days of invoice date. Company may invoice Customer for all equipment or material furnished, whether delivered to the installation site or to an off-site storage facility and for all Work performed on-site or off-site. No retention shall be withheld from any payments except as expressly agreed in writing by Company, in which case retention shall be reduced per the contract documents and released no later than the date of substantial completion. Under no circumstances shall any retention be withheld for the equipment portion of the order. If payment is not received as required, Company may suspend performance and the time for completion shall be extended for a reasonable period of time not less than the period of suspension. Customer shall be liable to Company for all reasonable shutdown, standby and start-up costs as a result of the suspension. Company reserves the right to add to any account outstanding for more than 30 days a service charge equal to 1.5% of the principal amount due at the end of each month. Customer shall pay all costs (including attorneys' fees) incurred by Company in attempting to collect amounts due and otherwise enforcing these terms and conditions. If requested, Company will provide appropriate lien waivers upon receipt of payment. Customer agrees that, unless Customer makes payment in advance, Company will have a purchase money security interest in all equipment from Company to secure payment in full of all amounts due Company and its order for the equipment, together with these terms and conditions, form a security agreement. Customer shall keep the equipment free of all taxes and encumbrances, shall not remove the equipment from its original installation point and shall not assign or transfer any interest in the equipment until all payments due Company have been made.

8. Time for Completion. Except to the extent otherwise expressly agreed in writing signed by an authorized representative of Company, all dates provided by Company or its representatives for commencement, progress or completion are estimates only. While Company shall use commercially reasonable efforts to meet such estimated dates, Company shall not be responsible for any damages for its failure to do so. Delivery dates are approximate and not guaranteed. Company will use commercially reasonable efforts to deliver the Equipment on or before the estimated delivery date, will notify Customer if the estimated delivery dates cannot be honored, and will deliver the Equipment and services as soon as practicable thereafter. In no event will Company be liable for any damages or expenses caused by delays in delivery.

9. Access. Company and its subcontractors shall be provided access to the Work site during regular business hours, or such other hours as may be requested by Company and acceptable to the Work site' owner or tenant for the performance of the Work, including sufficient areas for staging, mobilization, and storage. Company's access to correct any emergency condition shall not be restricted. Customer grants to Company the right to remotely connect (via phone modem, internet or other agreed upon means) to Customer's building automation system (BAS) and or HVAC equipment to view, extract, or otherwise collect and retain data from the BAS, HVAC equipment, or other building systems, and to diagnose and remotely make repairs at Customer's request.

10. Completion. Notwithstanding any other term or condition herein, when Company informs Customer that the Work has been completed, Customer shall inspect the Work in the presence of Company's representative, and Customer shall either (a) accept the Work in its entirety in writing, or (b) accept the Work in part and specifically identify, in writing, any exception items. Customer agrees to re-inspect any and all excepted items as soon as Company informs Customer that all such excepted items have been completed. The initial acceptance inspection shall take place within ten (10) days from the date when Company informs Customer that the Work has been completed. Any subsequent re-inspection of excepted items shall take place within five (5) days from the date when Company informs Customer that the excepted items have been completed. Customer's failure to cooperate and complete any of said inspections within the required time limits shall constitute complete acceptance of the Work as of ten (10) days from date when Company informs Customer that the Work, or the excepted items, if applicable, has/have been completed.

11. Permits and Governmental Fees. Company shall secure (with Customer's assistance) and pay for building and other permits and governmental fees, licenses, and inspections necessary for proper performance and completion of the Work which are legally required when bids from Company's subcontractors are received, negotiations thereon concluded, or the effective date of a relevant Change Order, whichever is later. Customer is responsible for necessary approvals, easements, assessments and charges for construction, use or occupancy of permanent structures or for permanent changes to existing facilities. If the cost of such permits, fees, licenses and inspections are not included in the Proposal, Company will invoice Customer for such costs.

12. Utilities During Construction. Customer shall provide without charge to Company all water, heat, and utilities required for performance of the Work.

13. Concealed or Unknown Conditions. In the performance of the Work, if Company encounters conditions at the Work site that are (i) subsurface or otherwise concealed physical conditions that differ materially from those indicated on drawings expressly incorporated herein or (ii) unknown physical conditions of an unusual nature that differ materially from those conditions ordinarily found to exist and generally recognized as inherent in construction activities of the type and character as the Work, Company shall notify Customer of such conditions promptly, prior to significantly disturbing same. If such conditions differ materially and cause an increase in Company's cost of, or time required for, performance of any part of the Work, Company shall be entitled to, and Customer shall consent by Change Order to, an equitable adjustment in the Contract Price, contract time, or both.

14. Pre-Existing Conditions. Company is not liable for any claims, damages, losses, or expenses, arising from or related to conditions that existed in, on, or upon the Work site before the Commencement Date of this Agreement ("Pre-Existing Conditions"), including, without limitation, damages, losses, or expenses involving Pre-Existing Conditions of building envelope issues, mechanical issues, plumbing issues, and/or indoor air quality issues involving mold/mould and/or fungi. Company also is not liable for any claims, damages, losses, or expenses, arising from or related to work done by or services provided by individuals or entities that are not employed by or hired by Company.

15. Asbestos and Hazardous Materials. Company's Work and other services in connection with this Agreement expressly excludes any identification, abatement, cleanup, control, disposal, removal or other work connected with asbestos, polychlorinated biphenyl ("PCB"), or other hazardous materials (hereinafter, collectively, "Hazardous Materials"). Customer warrants and represents that, except as set forth in a writing signed by Company, there are no Hazardous Materials on the Work site that will in any way affect Company's Work and Customer has disclosed to Company the existence and location of any Hazardous Materials in all areas within which Company will be performing the Work. Should Company become aware of or suspect the presence of Hazardous Materials, Company may immediately stop work in the affected area and shall notify Customer. Customer will be exclusively responsible for taking any and all action necessary to correct the condition in accordance with all applicable laws and regulations. Customer shall be exclusively responsible for and, to the fullest extent permitted by law, shall indemnify and hold harmless Company (including its employees, agents and subcontractors) from and against any loss, claim, liability, fees, penalties, injury (including death) or liability of any nature, and the payment thereof arising out of or relating to any Hazardous Materials on or about the Work site, not brought onto the Work site by Company. Company shall be required to resume performance of the Work in the affected area only in the absence of Hazardous Materials or when the affected area has been rendered harmless. In no event shall Company be obligated to transport or handle Hazardous Materials, provide any notices to any governmental agency, or examine the Work site for the presence of Hazardous Materials.

16. Force Majeure. Company's duty to perform under this Agreement is contingent upon the non-occurrence of an Event of Force Majeure. If Company shall be unable to carry out any material obligation under this Agreement due to an Event of Force Majeure, this Agreement shall at Company's election (i) remain in effect but Company's obligations shall be suspended until the uncontrollable event terminates or (ii) be terminated upon 10 days notice to Customer, in which event Customer shall pay Company for all parts of the Work furnished to the date of termination. An "Event of Force Majeure" shall mean any cause or event beyond the control of Company. Without limiting the foregoing, "Event of Force Majeure" includes: acts of God; acts of terrorism, war or the public enemy; flood; earthquake; tornado; storm; fire; civil disobedience; pandemic insurrections; riots; labor/labour disputes; labor/labour or material shortages; sabotage; restraint by court order or public authority (whether valid or invalid), and action or non-action by or inability to obtain or keep in force the necessary governmental authorizations, permits, licenses, certificates or approvals if not caused by Company; and the requirements of any applicable government in any manner that diverts either the material or the finished product to the direct or indirect benefit of the government.

17. Customer's Breach. Each of the following events or conditions shall constitute a breach by Customer and shall give Company the right, without an election of remedies, to terminate this Agreement or suspend performance by delivery of written notice: (1) Any failure by Customer to pay amounts when due; or (2) any general assignment by Customer for the benefit of its creditors, or if Customer becomes bankrupt or insolvent or takes the benefit of any statute for bankrupt or insolvent debtors, or makes or proposes to make any proposal or arrangement with creditors, or if any steps are taken for the winding up or other termination of Customer or the liquidation of its assets, or if a trustee, receiver, or similar person is appointed over any of the assets or interests of Customer; (3) Any representation or warranty furnished by Customer in this Agreement is false or misleading in any material respect when made; or (4) Any failure by Customer to perform or comply with any material provision of this Agreement. Customer shall be liable to Company for all Work furnished to date and all damages sustained by Company (including lost profit and overhead).

18. Indemnity. To the fullest extent permitted by law, Company and Customer shall indemnify, defend and hold harmless each other from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or tangible personal property, to the extent caused by the negligence or misconduct of their respective employees or other authorized agents in connection with their activities within the scope of this Agreement. Neither party shall indemnify the other against claims, damages, expenses or liabilities to the extent attributable to the acts or omissions of the other party. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify will continue in full force and effect, notwithstanding the expiration or early termination hereof, with respect to any claims based on facts or conditions that occurred prior to expiration or termination.

19. Limitation of Liability. NOTWITHSTANDING ANYTHING TO THE CONTRARY, IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT CONSEQUENTIAL, OR PUNITIVE OR EXEMPLARY DAMAGES (INCLUDING WITHOUT LIMITATION BUSINESS INTERRUPTION, LOST DATA, LOST REVENUE, LOST PROFITS, LOST DOLLAR SAVINGS, OR LOST ENERGY USE SAVINGS, INCLUDING CONTAMINANTS LIABILITIES, EVEN IF A PARTY HAS BEEN ADVISED OF SUCH POSSIBLE DAMAGES OR IF SAME WERE REASONABLY FORESEEABLE AND REGARDLESS OF WHETHER THE CAUSE OF ACTION IS FRAMED IN CONTRACT, NEGLIGENCE, ANY OTHER TORT, WARRANTY, STRICT LIABILITY, OR PRODUCT LIABILITY). In no event will Company's liability in connection with the provision of products or services or otherwise under this Agreement exceed the entire amount paid to Company by Customer under this Agreement.

20. CONTAMINANTS LIABILITY

The transmission of COVID-19 may occur in a variety of ways and circumstances, many of the aspects of which are currently not known. HVAC systems, products, services and other offerings have not been tested for their effectiveness in reducing the spread of COVID-19, including through the air in closed environments. **IN NO EVENT WILL COMPANY BE LIABLE UNDER THIS AGREEMENT OR OTHERWISE FOR ANY INDEMNIFICATION, ACTION OR CLAIM, WHETHER BASED ON WARRANTY, CONTRACT, TORT OR OTHERWISE, FOR ANY BODILY INJURY (INCLUDING DEATH), DAMAGE TO PROPERTY, OR ANY OTHER LIABILITIES, DAMAGES OR COSTS RELATED TO CONTAMINANTS (INCLUCING THE SPREAD, TRANSMISSION, MITIGATION, ELIMINATION, OR CONTAMINATION THEREOF) (COLLECTIVELY, "CONTAMINANT LIABILITIES") AND CUSTOMER HEREBY EXPRESSLY RELEASES COMPANY FROM ANY SUCH CONTAMINANTS LIABILITIES.**

21. Patent Indemnity. Company shall protect and indemnify Customer from and against all claims, damages, judgments and loss arising from infringement or alleged infringement of any United States patent by any of the goods manufactured by Company and delivered hereunder, provided that in the event of suit or threat of suit for patent infringement, Company shall promptly be notified and given full opportunity to negotiate a settlement. Company does not warrant against infringement by reason of Customer's design of the articles or the use thereof in combination with other materials or in the operation of any process. In the event of litigation, Customer agrees to reasonably cooperate with Company. In connection with any proceeding under the provisions of this Section, all parties concerned shall be entitled to be represented by counsel at their own expense.

22. Limited Warranty. Company warrants for a period of 12 months from the date of substantial completion ("Warranty Period") commercial equipment manufactured and installed by Company against failure due to defects in material and manufacture and that the labor/labour furnished is warranted to have been properly performed (the "Limited Warranty"). Trane equipment sold on an uninstalled basis is warranted in accordance with Company's standard warranty for supplied equipment. **Product manufactured by Company that includes required startup and is sold in North America will not be warranted by Company unless Company performs the product start-up**. Substantial completion shall be the earlier of the date that the Work is sufficiently complete so that the Work can be utilized for its intended use or the date that Customer receives beneficial use of the Work. If such defect is discovered within the Warranty Period, Company will correct the defect or furnish replacement equipment (or, at its option, parts therefor) and, if said equipment was installed pursuant hereto, labor/labour associated with the replacement of parts or equipment not conforming to this Limited Warranty. Defects must be reported to Company within the

Warranty Period. Exclusions from this Limited Warranty include damage or failure arising from: wear and tear; corrosion, erosion, deterioration; Customer's failure to follow the Company-provided maintenance plan; refrigerant not supplied by Company; and modifications made by others to Company's equipment. Company shall not be obligated to pay for the cost of lost refrigerant. Notwithstanding the foregoing, all warranties provided herein terminate upon termination or cancellation of this Agreement. No warranty liability whatsoever shall attach to Company until the Work has been paid for in full and then said liability shall be limited to the lesser of Company's cost to correct the defective Work and/or the purchase price of the equipment shown to be defective. Equipment, material and/or parts that are not manufactured by Company ("Third-Party Product(s)") are not warranted by Company and have such warranties as may be extended by the respective manufacturer. **CUSTOMER UNDERSTANDS THAT COMPANY IS NOT THE MANUFACTURER OF ANY THIRD-PARTY PRODUCT(S) AND ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS ARE THOSE OF THE THIRD-PARTY MANUFACTURER, NOT COMPANY AND CUSTOMER IS NOT RELYING ON ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS REGARDING THE THIRD-PARTY PRODUCT THAT MAY BE PROVIDED BY COMPANY OR ITS AFFILIATES, WHETHER ORAL OR WRITTEN. THE WARRANTY AND LIABILITY SET FORTH IN THIS AGREEMENT ARE IN LIEU OF ALL OTHER WARRANTIES AND LIABILITIES, WHETHER IN CONTRACT OR IN NEGLIGENCE, EXPRESS OR IMPLIED, IN LAW OR IN FACT, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND/OR OTHERS ARISING FROM COURSE OF DEALING OR TRADE. COMPANY MAKES NO REPRESENTATION OR WARRANTY .OF ANY KIND, INCLUDING WARRANTY OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE. ADDITIONALLY, COMPANY MAKES NO REPRESENTATION OR WARRANTY OF ANY KIND REGARDING PREVENTING, ELIMINATING, REDUCING OR INHIBITING ANY MOLD, FUNGUS, BACTERIA, VIRUS, MICROBIAL GROWTH, OR ANY OTHER CONTAMINANTS (INCLUDING COVID-19 OR ANY SIMILAR VIRUS) (COLLECTIVELY, "CONTAMINANTS"), WHETHER INVOLVING OR IN CONNECTION WITH EQUIPMENT, ANY COMPONENT THEREOF, SERVICES OR OTHERWISE. IN NO EVENT SHALL COMPANY HAVE ANY LIABILITY FOR THE PREVENTION, ELIMINATION, REDUCTION OR INHIBITION OF THE GROWTH OR SPREAD OF SUCH CONTAMINANTS INVOLVING OR IN CONNECTION WITH ANY EQUIPMENT, THIRD-PARTY PRODUCT, OR ANY COMPONENT THEREOF, SERVICES OR OTHERWISE AND CUSTOMER HEREBY SPECIFICALLY ACKNOWLDGES AND AGREES THERETO.**

23. Insurance. Company agrees to maintain the following insurance while the Work is being performed with limits not less than shown below and will, upon request from Customer, provide a Certificate of evidencing the following coverage:

Commercial General Liability $2,000,000 per occurrence
Automobile Liability $2,000,000 CSL
Workers Compensation   Statutory Limits

If Customer has requested to be named as an additional insured under Company's insurance policy, Company will do so but only subject to Company's manuscript additional insured endorsement under its primary Commercial General Liability policies. In no event does Company waive its right of subrogation.

24. Commencement of Statutory Limitation Period. Except as to warranty claims, as may be applicable, any applicable statutes of limitation for acts or failures to act shall commence to run, and any alleged cause of action stemming therefrom shall be deemed to have accrued, in any and all events not later than the last date that Company or its subcontractors physically performed work on the project site.

25. General. Except as provided below, to the maximum extent provided by law, this Agreement is made and shall be interpreted and enforced in accordance with the laws of the state or province in which the Work is performed, without regard to choice of law principles which might otherwise call for the application of a different state's or province's law. Any dispute arising under or relating to this Agreement that is not disposed of by agreement shall be decided by litigation in a court of competent jurisdiction located in the state or province in which the Work is performed. Any action or suit arising out of or related to this Agreement must be commenced within one year after the cause of action has accrued. To the extent the Work site is owned and/or operated by any agency of the Federal Government, determination of any substantive issue of law shall be according to the Federal common law of Government contracts as enunciated and applied by Federal judicial bodies and boards of contract appeals of the Federal Government. This Agreement contains all of the agreements, representations and understandings of the parties and supersedes all previous understandings, commitments or agreements, oral or written, related to the subject matter hereof. This Agreement may not be amended, modified or terminated except by a writing signed by the parties hereto. No documents shall be incorporated herein by reference except to the extent Company is a signatory thereon. If any term or condition of this Agreement is invalid, illegal or incapable of being enforced by any rule of law, all other terms and conditions of this Agreement will nevertheless remain in full force and effect as long as the economic or legal substance of the transaction contemplated hereby is not affected in a manner adverse to any party hereto. Customer may not assign, transfer, or convey this Agreement, or any part hereof, or its right, title or interest herein, without the written consent of the Company. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of Customer's permitted successors and assigns. This Agreement may be executed in several counterparts, each of which when executed shall be deemed to be an original, but all together shall constitute but one and the same Agreement. A fully executed facsimile copy hereof or the several counterparts shall suffice as an original.

26. Equal Employment Opportunity/Affirmative Action Clause. Company is a federal contractor that complies fully with Executive Order 11246, as amended, and the applicable regulations contained in 41 C.F.R. Parts 60-1 through 60-60, 29 U.S.C. Section 793 and the applicable regulations contained in 41 C.F.R. Part 60-741; and 38 U.S.C. Section 4212 and the applicable regulations contained in 41 C.F.R. Part 60-250 Executive Order 13496 and Section 29 CFR 471, appendix A to subpart A, regarding the notice of employee rights in the United States and with Canadian Charter of Rights and Freedoms Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11 and applicable Provincial Human Rights Codes and employment law in Canada.

27. U.S. Government Work.

The following provision applies only to direct sales by Company to the US Government. The Parties acknowledge that all items or services ordered and delivered under this Agreement are Commercial Items as defined under Part 12 of the Federal Acquisition Regulation (FAR). In particular, Company agrees to be bound only by those Federal contracting clauses that apply to "commercial" suppliers and that are contained in FAR 52.212-5(e)(1). Company complies with 52.219-8 or 52.219-9 in its service and installation contracting business.

The following provision applies only to indirect sales by Company to the US Government. As a Commercial Item Subcontractor, Company accepts only the following mandatory flow down provisions in effect as of the date of this subcontract: 52.203-19; 52.204-21; 52.204-23; 52.219-8; 52.222-21; 52.222-26; 52.222-35; 52.222-36; 52.222-50; 52.225-26; 52.247-64. If the Work is in connection with a U.S. Government contract, Customer certifies that it has provided and will provide current, accurate, and complete information, representations and certifications to all government officials, including but not limited to the contracting officer and officials of the Small Business Administration, on all matters related to the prime contract, including but not limited to all aspects of its ownership, eligibility, and performance. Anything herein notwithstanding, Company will have no obligations to Customer unless and until Customer provides Company with a true, correct and complete executed copy of the prime contract. Upon request, Customer will provide copies to Company of all requested written communications with any government official related to the prime contract prior to or concurrent with the execution thereof, including but not limited to any communications related to Customer's ownership, eligibility or performance of the prime contract. Customer will obtain written authorization and approval from Company prior to providing any government official any information about Company's performance of the work that is the subject of the Proposal or this Agreement, other than the Proposal or this Agreement.

28. Limited Waiver of Sovereign Immunity. If Customer is an Indian tribe (in the U.S.) or a First Nation or Band Council (in Canada), Customer, whether acting in its capacity as a government, governmental entity, a duly organized corporate entity or otherwise, for itself and for its agents, successors, and assigns: (1) hereby provides this limited waiver of its sovereign immunity as to any damages, claims, lawsuit, or cause of action (herein "Action") brought against Customer by Company and arising or alleged to arise out of the furnishing by Company of any product or service under this Agreement, whether such Action is based in contract, tort, strict liability, civil liability or any other legal theory; (2) agrees that jurisdiction and venue for any such Action shall be proper and valid (a) if Customer is in the U.S., in any state or United States court located in the state in which Company is performing this Agreement or (b) if Customer is in Canada, in the superior court of the province or territory in which the work was performed; (3) expressly consents to such Action, and waives any objection to jurisdiction or venue; (4) waives any requirement of exhaustion of tribal court or administrative remedies for any Action arising out of or related to this Agreement; and (5) expressly acknowledges and agrees that Company is not subject to the jurisdiction of Customer's tribal court or any similar tribal forum, that

Customer will not bring any action against Company in tribal court, and that Customer will not avail itself of any ruling or direction of the tribal court permitting or directing it to suspend its payment or other obligations under this Agreement. The individual signing on behalf of Customer warrants and represents that such individual is duly authorized to provide this waiver and enter into this Agreement and that this Agreement constitutes the valid and legally binding obligation of Customer, enforceable in accordance with its terms.

1-26.251-10(1221)
Supersedes 1-26.251-10(0821)

VERIFICATION REPORT

Compliance with the Standards of Quality and Other Reporting Requirements

SECTION 1: STANDARDS OF QUALITY

For the 2021-2022 school year, we certify that division Tazewell County is in full compliance with all of the standards related to the requirements of 22.1-253.13:1 et seq. of the Code of Virginia (Standard of Quality for Public Schools in Virginia.)

STANDARD 1 : INSTRUCTIONAL PROGRAMS SUPPORTING THE STANDARDS OF LEARNING AND OTHER EDUCATIONAL OBJECTIVES.

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL

STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

STANDARD 7: SCHOOL BOARD POLICIES

STANDARD 8: COMPLIANCE

VERIFICATION REPORT

Compliance with the Standards of Quality and Other Reporting Requirements

SECTION 2: OTHER NONSTANDARDS

I.   We certify that the data reported in the Nonstandards module of this report are accurate. These data include:

a.	Year-Round Instructional Program Waiver for the 2022-2023 School Year
b.	Compulsory Attendance and Truancy for the 2021-2022 School Year
c.	Teacher Employment Provisions for the 2021-2022 School Year
d.	School Accountability and Accreditation Requirements for the 2021-2022 School Year
e.	Length of Term Certification for the 2021-2022 School Year
f.	140 Clock-hour requirement waiver policy adopted by the school division
g.	Charter Schools Certification for the 2021-2022 School Year
h.	Textbook Adoption Certification for the 2021-2022 School Year
i.	Early Reading Intervention Initiative for the 2022-2023 School Year
j.	Tuition Certification for Governor's Schools and Foreign Language Academies for the 2022-2023 School Year
k.	Algebra Readiness Initiative for the 2022-2023 School Year
l.	Virginia Preschool Initiative Program requirements
m.	Math/Reading Specialist Initiative and Early Reading Specialist Initiative programs for the 2021-2022 School Year
n.	Internet Use Policies Certification for the 2021-2022 School Year

Signature _____   Date   _____

(Chairman,School Board)

_____   _____

Division Superintendent/Authorized Designee Signature   Contact Person Signature

_____Dr. Christopher Stacy_____   _____Christopher Stacy_____

Division Superintendent Name   Contact Name

_____   _____

Date   Telephone Number

Tazewell County Public Schools Transportation Handbook

2022-2023

Transportation Team

I. GENERAL

1. Purpose

    The purpose of this handbook is to outline, in general, the guiding principles to be used as a Tazewell County School Bus Driver. Thoroughly trained people observing good driving practices are essential to the successful operation of school buses. This handbook will help the driver become a better driver and will help him/her to keep the bus in the best mechanical condition. It will also serve as a guide to help the driver perform his/her duties under all conditions in a better manner. The handbook is not intended to give the driver all the answers, but to provide beneficial knowledge that will assist him/her to perform his/her duties efficiently and be familiar with the policies of Tazewell County Public Schools.

2. Relationships and Responsibilities

    Many agencies work together in providing maximum efficiency in the public school. Bus drivers are key people in carrying out policies and practices in the school system. They must maintain a cordial relationship with all agencies and all people involved. Drivers must conduct themselves in a manner that will bring credit to the school system and to themselves. Their actions and attitudes must command the confidence and respect of all. Bus drivers are entrusted with the safety of our students. They are responsible for the bus and the child as a passenger. They must keep the proper school officials informed concerning matters affecting school bus operation on their assigned route.

II. CONTRACT FOR PUPIL TRANSPORTATION

School Bus Drivers are subject to the authority of the school board. They perform under the supervision and control of the division superintendent, manager of transportation, and the principals of the schools they serve. Drivers agree to transport only pupils and persons authorized by the school board in buses while meeting all requirements of the Department of Education, under the following conditions, to-wit:

1. To comply with federal laws and regulations; state laws and regulations; Virginia Department of Education regulations, standards, practices and procedures; applicable

statutory requirements; Board of Education regulations; administrative policies; and policies set forth by Tazewell County Public Schools.

2. To operate the bus over the assigned route and make no change unless authorized to do so.

3. To wear the driver's safety belt at all times while driving.

4. To stop in the right-hand lane of the highway for receiving or discharging pupils at designated stops only at points where the bus can be seen for a safe distance from both directions. No student is to be allowed to cross a divided highway after a stop.

5. To exercise every possible care for the safety and comfort of the pupils in route.

6. To permit no pupil to ride on the outside of the bus or with head, hands, or arms out of the windows.

7. To complete and record all AM and PM pre-trip inspections of the school or activity bus.

8. Report in writing any needed repairs on a driver's report of defects on a defective school bus form or report on the computer.

9. To govern the speed of the school bus according to speed limits established by Federal and Virginia State laws, VDOE, and TCPS policy for a school bus. *TCPS will enforce a maximum safe speed for any school bus on Tazewell County rural roads at a limit of 45 mph. Trip drivers may travel 60 miles per hour on Interstate Highways*. (**Regulation 8V-AC 20-70-30**)

10. To come to a full stop when approaching a railroad crossing and to look and listen carefully to determine when it is safe to cross the tracks.

Regulation 8 VAC 20-70-170:

A. School buses shall stop as required by law at 15 to 50 feet of the railroad crossing.

B. The 4-way hazard lights shall be activated when approaching the railroad track crossing and deactivated before crossing the track.

C. The bus driver shall turn off all noisy equipment (including the radio), open the entrance door of the bus, and determine when it is safe for the vehicle to cross the railroad tracks.

D. The entrance doors shall be closed when the bus is in motion.

E. Stopping is not required at any railroad track crossing where traffic is directed by a police officer or rail road official.

11. To maintain discipline and report all cases of disobedience to school principal.

12. In case of breakdown, place bi-directional reflective triangles on the highway according to law, and immediately notify school authorities. To keep the pupils on the bus until it is repaired, unless conditions justify evacuation or transferal to another bus.

13. To refrain from prohibited use of alcohol or illegal drugs, tobacco, profane and unclean language, and direct pupils to conduct themselves likewise.

14. To make all reports, and attend meetings and training sessions required by school authorities and or Virginia Department of Education.

15. To be accountable for bi-directional reflective triangles, first-aid kit, body fluid kit and fire extinguisher.

16. To prevent any object being placed on the bus that will restrict passageway to entrance or emergency exits. To keep bottles or other loose objects off the bus.

17. To successfully pass all requirements of an annual School Bus Application for Physicians Certification. (**Code of Virginia 22.1-178**)

18. To refrain from using any wireless telecommunication device, whether handheld or otherwise, while operating the school bus or when the school bus is in motion. In case of emergency, a driver may dispatch via a wireless telecommunication device from a lawfully parked school or activity bus.

19. To follow accident procedures as outlined in driver's handbook.

20. The employees of Tazewell County School Board, whether full-time or part-time, permanent or temporary, may be suspended for good and just cause. (**Refer to Tazewell County Public Schools employee policy GCPF.**)

21. *The School Board reserves the right to change or discontinue a bus route, move a driver to a new route, or cancel the contract with the driver when deemed necessary or for the best interest of the school system.*

III. LICENSE REQUIREMENTS

As of July 1, 2019, drivers of a yellow school bus or activity bus with a capacity greater than fifteen passengers must complete the following requirements:

1. Complete 24 hours of CDL instructional training (*classroom*) by a Tazewell County Public Schools school bus driver trainer. (*Employees who have transferred from a*

Virginia school system may submit training records from that system if they have driven within the past twelve months.)

2. Complete twenty-four hours of behind the wheel driving to include ten hours unloaded and fourteen hours loaded with a TCPS school bus driver trainer.

3. Pass DOT pre-employment drug and alcohol tests, background check, and provide letters of recommendation.

4. Adhere to all requirements of the Virginia DOE School Bus Driver's Application for Physician's Certification.

5. Be trained and certified in CPR and First Aid and carry certification card.

6. Supply a copy of a driver's license, the DMV driving record, and maintain good standing.

7. Pass Virginia written and road skills test for a CDL Class B license with endorsements of P, S and Air Brakes.

8. Complete All Training required.

As of July 1, 2019, drivers of activity buses with a capacity of eleven to fifteen passengers must complete the following requirements:

1. Complete 24 hours of CDL instructional training (*classroom*) by a Tazewell County Public Schools school bus driver trainer. (*Employees who have transferred from a Virginia school system may submit training records from that system if they have driven within the past twelve months.*)

2. Complete six hours of behind the wheel driving to include one hour unloaded and five hours loaded with a TCPS school bus driver trainer.

3. Pass DOT pre-employment drug and alcohol tests, background check, and provide letters of recommendation.

4. Adhere to all requirements of the Virginia DOE School Bus Driver's Application for Physician's Certification.

5. Be trained and certified in CPR and First Aid and carry certification card.

6. Supply a copy of a driver's license, DMV driving record, and be in and maintain good standing.

7. Pass Virginia written and road skills test for endorsements of P and S added to a standard driver's license.

IV. DEPARTMENT OF EDUCATION AND LOCAL POLICY

1. All drivers (contract, substitute, and coach) must submit to testing for alcohol and controlled substances to be in compliance with the Omnibus Transportation Employee Testing Act of 1991 (Public Law 102-143, Title V) as amended and 49CFR Parts 40 and 382. (**8 VAC 20-70-280. Part 6).** *The driver must report immediately and will not be dismissed until testing is complete.*

2. **School bus stops:**

   A. Children are expected to be at the designated bus stop five (5) minutes prior to the scheduled arrival of their bus to minimize the stopping time of the bus.

   B. Bus stops will be a minimum of one tenth (.1) mile apart unless unusual circumstances apply. (Example: accommodations for handicapped students)

   C. Stops shall be established, when possible, at least 300 feet away from blind turns or hill crests.

   D. Stops shall not be made within three (3) bus lengths of any intersection. The driver must obtain approval from the manager of transportation to stop in an intersection.

   E. Students are required to stand clear of the roadway or school driveway when the bus approaches a stop and load in an orderly manner without pushing or crowding.

   F. Students who cross the road to load onto the bus shall be requested to stand in place ON THEIR SIDE OF THE ROAD until the bus is stopped. The driver will motion students to cross the road.

   G. All students that must cross the road will be required to cross at a distance of ten (10) to fifteen (15) feet in front of bus.

   H. When loading the bus, it is to remain motionless until students are seated. Engage AIR PARK BRAKE and put in neutral.

   I. When unloading students are to remain seated until the bus has come to a COMPLETE STOP. Engage AIR PARK BRAKE.

   J. Seat saving and refusal to slide over shall be prohibited.

3. **Bus moving with students on board:**

   A. Headlamps, marking (clearance) lamps, and strobe lights will be operated at all times when transporting students on the bus.

   B. Student passengers will be required to use all bus seats. Three (3) students will occupy a seat unless prohibited by student size.

   C. No baggage will be transported on a school bus that would restrict seating opportunities for students.

   D. Live animals will not be allowed on any school bus.

   E. Playing of radios, blue tooth speakers, use of cell phones, video games, (audio items that can distract driver), etc. are prohibited on school buses.

   F. Any person seemingly under the influence of intoxicants or drugs, who attempts to board a school bus, will be denied entry to the bus until such time that a school or officer of the law determines action to be taken.

   G. Possession of any cutting instrument, such as pocket knives, scissors, and manicuring devices with cutting surfaces, are prohibited on a school bus.

   H. When traveling in town, a distance of one vehicle's length will be maintained between a bus and the vehicle in front of it.

   I. Unless the highway is appropriately marked, a bus will not stop to take on or discharge passengers if it cannot be clearly seen for a distance of 300 feet.

   J. If a bus is required to cross a railroad track, it will cross in the right hand lane of a highway.

4. **It is the duty of the driver to:**

   A. Keep the elementary students separated from the middle school and high school students. Elementary students are to be seated in the front of the bus.

   B. Never have passengers on the bus when fueling.

   C. Keep the bus clean, neat, and orderly, which includes cleaning the windows inside and out. Buses should be swept daily. If a trash container is on the bus, it must be bolted at the front of the bus.

   D. To keep fuel in the bus. Never let the bus go below half tank of fuel.

   E. Take the bus to the garage, as scheduled, every 30 days for preventative maintenance. (Drivers should be prepared to take a spare bus during service.)

F. Park the bus at a placed designated by the manager of transportation. Make sure all windows and doors are securely closed after all runs are completed. Keys in lock box.

G. Be on the bus when the first child boards, and remain on the bus while children are on the bus.

H. Never leave the bus until the motor is off, placed in the proper gear, and the parking brake is set. When parking empty air tank and engage spring brake.

I. Return any student that is in Pre-K – 2nd grades to their home school if a parent, guardian, or older sibling is not present at the bus stop. Verify with school that no one is available to receive student before returning.

J. Complete and turn in all payroll forms on the 1st and 16th of each month. Turn in monthly reports on the 1st of each month. Submit payroll forms and monthly reports at your local garage payroll box or submit on line.

K. Report ALL accidents to the transportation manager or designee immediately, and complete all necessary reports.

L. Install chains on the bus during inclement weather (weather that causes the road to be dangerous due to snow or ice).

   Note: It is the driver's decision to travel or not to travel a route during inclement weather. If a driver determines that a route may endanger the life of a student or their own life, the driver can choose not to travel a route. However, this is appropriate only after the driver has taken every precaution to attempt making the run. In the event a driver does not travel a route, immediately notify the transportation office.

M. Allow only authorized personnel on the bus.

N. Engage spring brakes any time a bus is parked by emptying the air tanks. (This is to eliminate the chance of a bus roll off by the parking brake being released)

O. Return the bus to the garage or lot prior to any scheduled absence.

5. **The driver should <u>never</u>:**

A. Pass another school bus.

B. Cross into oncoming traffic to load or unload students.

C. Ask mechanic to set the speed of governor up on the bus.

D. Drive with the service door open.

E. Have any discussion about a student's conduct with anyone other than the principal, transportation department or the student's parents/guardian.

F. Display any personal information about students on the bus including address, phone numbers, etc. (Keep schedules out of view of unauthorized personnel.)

G. Leave the key in the switch. (**Note**: Keys should be placed in lock box when bus is not in use.)

H. Wear open toe or open heal shoes while driving the bus. (**Note:** No house shoes or sandals)

I. Never use any wireless telecommunication device, whether handheld or otherwise, while driving a school or activity bus. In case of emergency, a driver may dispatch via a wireless telecommunication device from a lawfully parked school or activity bus.

6. **Passenger Conduct**

   A. Inform the students of TCPS rules as outlined in the school calendar.

   B. Remind students each rule is for the safety of all students.

   C. The key to success with students is to have professional, friendly, positive, and concerned attitude towards them.

   D. Do not take misbehavior personally by keeping control with firm, responsible actions.

   E. Never hesitate to correct behavior and problems. Always be consistent with the punishment.

   F. Never punish the whole group for an individual's behavior.

   G. Never use profane language.

   H. Learn to pick battles that have impact.

   I. Turn in conduct reports the day of incident.

   J. Work with principals on student behavior matters. (Principals have full power of issuing student discipline)

7. **Cell Phone Regulation JFC-R.1 (student)**

   A. Portable communication devices on regular bus routes

The use or display of portable communication devices on a Tazewell County school bus is prohibited. The device may be transported but must be concealed by the student in a backpack, pocketbook, etc.

B. After-School Activities

The Tazewell County school system will allow the use of portable communication devices after regular school hours (8:00 a.m. to 3:30 p.m.) on a school bus when extra-curricular activities are involved.

V. PROCEDURES FOR ACCIDENTS, EMERGENCIES, AND DRILLS

In the event an accident occurs, immediately contact the manager of transportation or designee. A report will be completed and turned in to the manager within twelve (12) hours of an accident. Any driver charged with reckless driving will be suspended until cleared by the court. Any driver involved in an accident will be required to take a drug/alcohol test immediately.

When a bus accident occurs, the bus driver must remain alert and anticipate potentially harmful situations that may prompt an emergency. The bus driver will maintain a vigilant awareness of safety for all passengers and not be distracted by visual or auditory influences.

When an accident occurs:

1. Set parking brake.
2. Turn off ignition and remove the key.
3. Activate the four-way emergency flashers.
4. Check for injury for yourself and your students.
5. Report the accident to transportation manager or secretary. If unavailable, contact your local bus garage via bus radio or by cell phone.
   A. Call out 5070 on bus radio to clear communications.
   B. Give location and type of accident.
   C. Notify transportation of injuries.
   D. Begin first aid if necessary.
   E. If you know of a student's pre-existing medical condition, please notify transportation.
6. Students should remain on the bus unless:

A. There is a threat of fire.

B. There is possibility of a subsequent accident due to the location of the bus.

C. There is a possibility of drowning.

D. The bus is on the railroad tracks or close to the crossing.

E. The bus is in the path of a sighted tornado.

F. There are downed power lines.

7. Make sure removing the students would not expose them to speeding traffic or a dangerous environment.

8. Get a list of names of students to report to the schools. (Schools will notify the parents)

9. Keep students at the scene of accident to be checked by local emergency medical service. Once cleared by EMS they may leave for school on another bus or with parent/guardian. Exception may be if law enforcement or Tazewell County Schools Central Office personal directs the students to leave accident. **Driver of second bus must take names of students riding from accident for transportation to confirm student location. Also note students leaving with parent/guardian.

10. As soon as possible place out reflective triangles outside the bus to alert other drivers. Place triangles at appropriate distance to allow time for approaching drivers to react accordingly.

11. Do not move the bus after an accident unless told to do so by law enforcement personnel.

12. The following data should be collected and made available to the transportation department and other officials:

A. Pupils names, schools and addresses

B. Information pertaining to the other vehicle and driver

C. Witnesses names, addresses, and telephone numbers

D. A statement of what took place or what was observed immediately before, during, and after the accident. Statement due into transportation department within 24 hours.

Next steps:

1. Driver will be taken from accident for an alcohol and drug test.

2. Driver completes an accident report within 12 hours.

3. An internal investigation will be conducted by the manager of transportation.

4. Driver will be off work during investigation and or until clear drug test results are received.

5. The manager of transportation will conduct interviews of parties present at the accident including, but not limited to, the bus driver, students, other drivers, and witnesses.

6. If an issue is discovered regarding the driver's actions or negligence is suspected, the manager of transportation will request the following:

   A. New driver's physical by Tazewell County Public Schools.

   B. Request for DMV review. (MED 3 Form for medical records review, vision examination, knowledge examination and road skills test.)

   C. Driver retraining and testing by Tazewell County Public Schools Transportation Department.

7. Attendance at an accident review board if requested.

8. Review of testing and training will be discussed with driver. At this time, a decision will be made about a driver returning back to work.

Emergency situations

1. Stop and secure bus in a safe area out of traffic if possible.

2. Secure bus and turn on four-way hazard lights.

3. Evaluate situation and contact transportation department or local bus garage.

4. Call 5070 over radio to clear communication.

5. If an outside threat has occurred, drive to a safe area and call over radio for assistance. Warn surrounding buses of threat.

Emergency drills

1. Remain alert and anticipate potentially harmful situations that may prompt an emergency.

2. Maintain a vigilant awareness of safety for all passengers and not be distracted by visual or auditory influences.

3. Stop engine and secure the vehicle.

4. Activate 4 - Way Hazard Lights.

5. Evacuate passengers from the bus to safety as if there is a danger of fire or secondary collision.

A. Protect and attend to passengers while waiting for assistance.

B. Post warning devices required by law.

C. Collect information for reports.

6. Emergency exit drills shall be held, as required by law, within the first thirty (30) instructional days of first semester, and any time during the second semester using the following procedures:

A. Drills shall take place on school property, when possible, in the safest area of a school driveway or parking lot, out of the mainstream of traffic flow.

B. Drills shall be monitored by the school's principal or designee(s) but performed by the driver.

C. Students exiting school buses at emergency exits shall be assisted out of the vehicles by school personnel or mature students.

D. Students exiting the bus shall be guided to a safety zone and instructed in the proper action and behavior to ensure personal safety.

E. A record of emergency exit drills shall be filed with the transportation office by the school principal within ten (10) days following the drill.

VI. ATTENDANCE

1. Regularity is the key to safety. Drivers are urged to be on their buses every day that their physical health allows. Absenteeism will be monitored closely and appropriate action taken if chronic and unjustified absenteeism occurs.

2. Any driver off work for a time period of 30 calendar days will be required to have a drug test before returning to work. (A driver must wait until we have results before returning.)

3. In the event of sickness or emergency requiring the use of a substitute driver, the substitute is to be selected by the manager of transportation or designee(s), not the driver.

4. If a driver knows in advance he/she will need to be absent from work, the following procedure should be followed:

A. Request the day or days off at least two (2) weeks in advance if possible to the date or dates needed. (Complete a request to be absent for personal leave-yellow form).

B. Follow up by contacting the transportation office within three (3) days prior to the first day of absence.

5. If a driver has a sickness or an emergency that requires being absent from work, a driver must contact the transportation manager prior to 11:00 p.m. or no earlier than 5:00 a.m. (unless this is an extreme emergency).

VII. REPORTS

1. School bus schedule – Examples are provided in driver packet. This report will be due within the first four (4) weeks of school. After schedule has been approved, one copy of the schedule will be kept on the bus (not posted) and should be closely followed. Direction to the first stop and pick up time must be included with this schedule.

2. Six- point mileage – report will be due within the first four (4) weeks of school on the same day.

3. Trip sheet – Upon completion of a trip, the driver will provide the information required on the form and return the trip sheet to the payroll box at his/her local garage no later than the 1st or 16th of each month. The coach or trip sponsor must provide a signature approving charges on the trip sheet. (See Payroll and Deductions – Article VIII Number 4).

   NOTE: No trip shall be made unless assigned by Transportation Dept.

4. Monthly count sheet – monthly count sheet is to be turned in at the garages on the 1st day of each month. If the 1st is on a weekend, the report is to be turned in on the next school day. During holidays, due dates may change. Notice will be provided at each garage specifying the date the report is due.

5. Time sheets – Time sheets are to be turned in at the garage or on-line the 1st and 16th day of each month **no later than 10:00 a.m.** (See Payroll and Deductions, Article VIII Number 4). If the 1st or 16th is on a weekend, the report is to be turned in on the next school day. During holidays, due dates may change; a notice will be provided at each garage specifying the date the report is due.

VIII. PAYROLL AND DEDUCTIONS

1. Drivers are contracted for ten (10) months and are paid on the last working day of the month and the fifteenth (15th) of each month beginning on September 15, and ending on June 30, unless dates are altered due to holidays, weekends, or year end. In the event

payroll is changed, a notice will be posted at your local garage. There are twenty (20) pay periods in a calendar year for contracted drivers.

2. During the 2022-2023 school year, a regular driver will be contracted for five (5) hours a day for 195 days. Special Needs and Vocational Drivers will be contracted for (7.5) hours a day for 195 days. The School Calendar will be as follows:

Month	Day	Event
August	**12**	***Bus Driver's Opening Meeting (8am-1pm)***
	18	First Day of School
September	**5**	Labor Day – Paid Holiday
October		
November	**7-8**	Fall Break
	23-25	Thanksgiving Break
	24	Thanksgiving Day – Paid Holiday
December	**22-31**	Winter Break
	25	Christmas Day – Paid Holiday
January	**1**	New Year's Day – Paid Holiday
	4	Students and staff return
	6	***Bus Driver's Mid-Year Meeting (9-11:30 am)***
February		
March		
April	**7**	Good Friday – Paid Holiday
	10-11	Staff Appreciation Day (Guaranteed)
May	**29**	Memorial Day – Paid Holiday
	31	Last Day for Students
June	**2**	***Bus Driver's Closing Meeting (9:00 am-11:30 am)***
	16	***Cleaned Buses returned to garage***

3. Drivers, including substitute drivers, may set up a direct deposit to their bank for payroll disbursement. Drivers may contact Vickie Lester, payroll department, by calling 988-

5511, Ext. 2270, to have this completed. If you are paid by check, you are reminded of the following:

    A. A stop payment for a lost check will not be issued until ten (10) days after the date the check was issued.

    B. After a stop payment has been issued, it takes an additional seven (7) days to issue a replacement check.

4. If time sheets, or required monthly reports, are not received in the transportation office on the first (1st) or sixteenth (16th) of each month, your paycheck may be delayed. The following procedure will be followed with late time sheets and required monthly reports:

    A. The first time paperwork is late, a written notice will be issued to the driver/mechanic stating the procedure of turning in paperwork and the date paper work is due.

    B. The second time a report is late, payroll will not process your payment or paycheck until the next pay period.

5. Drivers/Mechanics may be docked absent with no sick or approved personal days.

6. Tazewell County Public Schools has an absentee program called AESOP. Absentees must be reported and logged in the computer by the Transportation Department on a daily basis. Drivers and mechanics need to contact the transportation office to confirm time off.

IX. PERSONNEL

1. Personal leave – Each full-time employee is entitled to three (3) days of personal leave each year in addition to sick leave. An advance absentee notice needs to be recorded on the (yellow) sheet. Unused personal leave days will be accumulated as sick leave.

2. Any employee missing a staff development must make up that training to comply with the Virginia Department of Education's requirement of staff development.

3. An employee planning to take personal leave shall notify the transportation office in writing as far in advance as possible.

    A. Limitations

        a. Personal leave for the contract year is credited at the beginning of each contract year.

        b. A personal leave request will not be granted during the following periods or circumstances:

      i. ==The first five (5) instructional days and the last five (5) instructional days of the school year.==

      ii. When in the judgment of the Transportation manager or designee a qualified ==substitute cannot be secured.==

4. Exception to these limitations must be submitted in writing by the employee to the Manager of Transportation. If the manager agrees to the exception, the request will be forwarded to the Deputy Superintendent. Granting of the exception will be at the sole discretion of the superintendent/designee.

IX. ASSIGNMENTS

1. Employee responsibility will be assigned by the transportation manager based on attendance, work performance, safety record, and seniority.

2. Assignments may include, but are not limited to, the following:
   A. New contracts
   B. New routes
   C. Special needs and vocational contracts
   D. Mechanic
   E. Other jobs assigned by the transportation manager

3. ==Seniority== is determined by ==the consecutive number of years== that a bus driver or mechanic has been contracted by Tazewell County Public Schools.

4. Limitations:
   A. The Superintendent of Schools at his/her discretion may transfer or otherwise move a driver/mechanic for any reason that is deemed necessary or for the best interest of the school system.
   B. Summer School, Task, Kindergarten Kamp, after school tutoring program, and other non-contracted items, including activity trips, will be assigned in a rotation order starting with the most senior driver. Drivers will be able to sign up for all non-contracted jobs at the opening meeting of each school year. *(Example: One driver cannot do all of the following: After school tutoring, summer school, Kindergarten Kamp, and/or Task.)*

XI. ACTIVITY TRIPS GUIDELINES

1. General - Activity trips are extra trips taken by drivers that transport students and/or faculty including, but not limited to, sports, clubs, and academic teams. Activity trips that involve a school or activity bus can only be assigned through the transportation office.

2. Eligibility – Contract and substitute drivers along with TCPS approved coaches that have met all DOE school bus driver requirements may sign up for trips. A driver may send a written letter to the Transportation Manager during the school year requesting to be added to the trip list. Drivers that choose to sign up for activity trips must be able to take trips any day or evening of the week.

3. Procedure for assigning activity trips
   A. A list will be compiled of the eligible drivers interested in activity trips. The list will be in descending order according to seniority and or specialty.
   B. Trips will be entered in the computer software in the order that they are approved by Central Office. Computer software will keep records of miles and hours and will automatically compute billing.
   C. Computer software will review driver hours to prevent overtime, if possible.
   D. Computer software will be used to balance trip hours among district drivers.
   E. Computer software will track trip cancellations and add those drivers back in to rotation.
   F. Computer software will track refusals.
   G. The transportation office will contact the next eligible driver chosen by the computer software to offer the activity trip. A driver may accept the trip as is, or turn down the trip.
   Note: A trip driver may be selected out of rotation, if another driver cannot make his or her regular run, when no substitute is available. If this occurs, the driver that was skipped will remain at the top of the trip list and the driver that takes the trip will go to the bottom of the trip list.
   H. Rescheduled or cancelled trips – If a trip has been postponed after a driver has been assigned, the driver will return to the top of the trip list. If the trip has been

rescheduled, and a rescheduled date is known to the transportation office, the driver assigned to that trip will remain with that specific trip.

5. Drivers removed from trip list

   A. A driver can voluntarily remove himself/herself from the trip list by notifying the Transportation Manager in writing after completing all trips assigned. A doctor's excuse is required otherwise.

   B. A driver may be removed from the trip list by the transportation office for one of the following reasons:

      a. Turning down three (3) trips in a row. Driver will need to contact the office (in writing) to be placed back in rotation.

      b. Accepting, and then canceling a trip, prior to the trip. A driver may do this once, but after the second cancellation the driver will be taken off the trip list for the remainder of the school year. Exceptions – a family emergency will be taken into consideration.

      c. Other disciplinary action taken by the manager of transportation.

6. While on an activity trip:

   A. Drivers are required to use their assigned bus on all activity trips unless prior approval is given by the manager of transportation or designee to use an alternate bus such as an activity bus.

   B. While on a trip, a driver may go to lunch or dinner within the immediate area of the destination area, if the trip is longer than three (3) hours.

      a. Drivers must communicate to the activity sponsor or coach where they will be during the activity. **NOTE**: If possible, the bus driver should leave a contact phone number with the coach or sponsor.

      b. Only one bus may be used for this type of travel.

   C. If two (2) or more buses are transporting the same group (example: band) the buses must travel together to and from the destination.

   D. Time sheets for trips should be placed in the payroll box no later than the 1st and 16th of the month.

   E. Trip sheets – Each trip driver will be provided trips sheets that must be completed before the driver will be paid for any activity trip.

a. A record of mileage starts at the local school or location where students board the bus. (**NOTE**: If two (2) or more buses are on the same trip, the mileage should be about the same.)

b. A driver's start time will be 15 minutes prior to the time assigned by the manager of transportation.

c. Driver's end time will be 30 minutes after the time the driver unloads the students or group for the day, to allow for post trip and cleaning of bus.

d. Driver should get coach or sponsor to sign off on time and mileage for a trip.

XII. RADIOS

1. Purpose of the radio system is:

    A. To provide communication between the transportation office, bus drivers, and schools.

    B. To assist drivers in the event of an emergency, mechanical breakdown, accident, student behavior that jeopardizes the safety of others, etc.

    C. To allow manager of transportation to dispatch support personnel to reported emergency situation.

    D. To deliver messages and special assignments to bus drivers and to support emergency communication.

2. Use the following procedure when transmitting on the radio system:

    A. Take the microphone off the hook and listen for approximately three (3) to four (4) seconds to make sure the channel is not being used and hear a click.

    B. Press the transmit button and hold about two (2) seconds before speaking.

    C. Hold the microphone at least two (2) inches in front of the mouth and speak clearly and in a normal tone. Begin by identifying the bus number.

    D. Keep the button firmly pressed until the message is complete and then release the button.

3. **Drivers should never:**

    A. ****Use the radio to talk with other drivers unless it is for school business relating to transportation. (NO CHIT CHAT!) ****

B. ==Turn the volume below fourteen (14).==

C. ==**Radios are to stay on the same channel. If switch will go to 911. Everyone in the county will be on the same channel.**==

D. Radio a school to have a principal meet them in the morning or evening unless it is an emergency that cannot wait until after the run is completed.

E. Speak a student's name over the radio unless absolutely necessary, and then, only to the manager of transportation, designee, or to school personnel, principal, secretary, etc.

> **Note:** The radio is for essential and emergency communication only. In the past==, radios have been abused and utilized as a telephone or a citizen's band (CB) radio.== All non-essential radio communication must be curtailed. This requires the effort of everyone to ensure that only essential and emergency communications are transmitted. Remember, it could be you who may have a bona fide emergency and need the radio frequency to be open. Drivers need to use good judgment to determine what is essential and what is not.
>
> Before using the radio, each driver should consider these questions, "What would I do if there was no radio?" "Is it necessary that I use the radio?" If the answer is "NO," then do not use it. If the answer is "YES," then do so utilizing established guidelines.

4. Example of ==**NON-ESSENTIAL**== Radio Communications:

A. Drivers arranging transportation for their own children with other drivers.

B. Drivers advising other drivers that their flashers are on; asking other drivers to pull over so they can go around; asking what time a driver will be getting to school.

C. Routine traffic delays or disabled vehicles unless the roadway is blocked or if there will be a lengthy delay in the bus schedule.

5. Drivers are to contact the school when he/she has a question about a bus pass.

XIII. CHAIN OF COMMAND

Chain of command is the process in which employees should follow in order to resolve concerns within the department in which he or she works. The transportation department chain of command procedure is as follows.

1. A driver or mechanic should send a letter detailing the issue to the Transportation Manager and request a meeting to discuss concerns.

2. In order to be successful in resolving a concern, the driver must present a detailed letter of concern with documentation relative to the issue.

Note: This should to be completed prior to meeting with the Transportation Manager.

Indicator Lamp Progression

SOLID	Bring vehicle to highway speeds to allow for an Automatic Regeneration **OR** Perform a Parked Regeneration.
FLASHING	Bring vehicle to highway speeds to allow for an Automatic Regeneration **OR** Perform a Parked Regeneration as soon as possible.
+ CHECK ENGINE **FLASHING**	Vehicle must be parked & a Parked Regeneration **OR** Service Regeneration must be performed. **PARKED REGENERATION REQUIRED – ENGINE DERATE.**
+ CHECK ENGINE + STOP ENGINE **FLASHING**	Vehicle must be parked & a Parked Regeneration **OR** Service Regeneration must be performed. **PARKED REGENERATION REQUIRED – ENGINE SHUTDOWN.**

Note: If engine protection has been initiated and forces the engine to shutdown, you **CAN** immediately re-start the engine and perform the necessary steps in order to initiate a parked regeneration.

HEST / HET Lamp
High Exhaust System Temperature

- Indicates that higher than normal exhaust temperatures may exist due to Aftertreatment Regeneration.

23

<u>Notes:</u>

I, _____, bus driver, have read and understand the Tazewell County Public Schools Transportation Handbook as presented to me. I will strive to achieve these goals and obey the policies as presented.

Signature _____

Date _____

ACTION BY THE GOVERNING BOARD
RESTATEMENT OF QUALIFIED RETIREMENT PLAN

The undersigned, being all of the members of the Governing Board of Tazewell County School Board ("Employer"), hereby consent to the following resolutions:

WHEREAS, the Employer has maintained the Tazewell County School Board Special Pay Plan ("Plan") since 7-1- 2002 for the benefit of eligible employees;

WHEREAS, the Employer is restating the above-referenced Plan to comply with the requirements of the 2017 IRS Cumulative List (IRS Notice 2017-37), the American Taxpayer Relief Act of 2012, the Tax Cuts and Jobs Act of 2017 and other applicable guidance (collectively referred to herein as the Cycle 3 restatement); and

WHEREAS, the Employer wishes to affirm the appointment of Pelion Benefits, Inc. Vint C. Butler 888.532.7526 www.pelionbenefitsinc.com as Trustee(s) of the Plan.

NOW, THEREFORE, BE IT RESOLVED that the Employer hereby adopts the Tazewell County School Board Special Pay Plan as the complete Cycle 3 restatement of the prior Plan, to be effective on 7-1-2021;

RESOLVED FURTHER that the undersigned members of the Governing Board authorize the execution of the restated Plan document and authorize the performance of any other actions necessary to implement the adoption of the Cycle 3 Plan restatement. The members of the Governing Board may designate any members of the Governing Board (or other authorized person) to execute the restated Plan document and perform the necessary actions to adopt the restated Plan. The Employer will maintain a copy of the restated Plan, as approved by the members of the Governing Board, along with a copy of the prior Plan, in its files;

RESOLVED FURTHER that the Employer will act as administrator of the Plan and will be responsible for performing all actions necessary to carry out the administration of the Plan. The Employer may designate any other person or persons to perform the actions necessary to administer the Plan; and

RESOLVED FURTHER that Plan participants shall be provided with a summary of the Plan provisions within a reasonable period of time following the adoption of the restated Plan.

Members of the Governing Board:
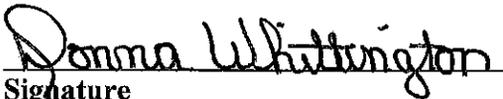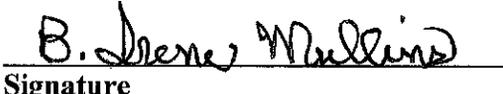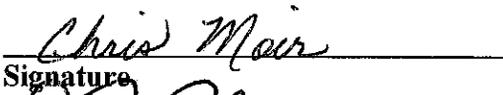
Name	Signature	Date
Donna Whittington, Chair	_Donna Whittington_	8/8/202
Irene Mullins, Vice-Chair	_B. Irene Mullins_	8/8/202
Chris Moir, Board Member	_Chris Moir_	8/8/202
Erik Robinson, Board Member	_(signature)_	8/8/202
David Woodard, Board Member	_(signature)_	8/8/202

Office of the Commonwealth's Attorney
Tazewell County

J. Christopher Plaster
Commonwealth's Attorney

Post Office Box 946
Tazewell, Virginia
24651-0946

Telephone 276-385-1240
Fax 276-988-5165

August 5, 2022

Dear Parents,

We would like to wish your child/children the best of luck in the upcoming school year. In partnering with the Tazewell County School Board, our office would like to update you on potential issues that may arise throughout the year and hope that appropriate precautions may be taken now to ensure that all children in Tazewell County have a successful and wonderful school year.

- **TRUANCY** – Virginia does have **compulsory school attendance** for children under 18 years of age pursuant to VA Code §22.1-254. Truancy proceedings begin when a child reaches **5 unexcused absences** for the school year and a school employee will contact you to discuss the issue. Chronic truancy may be prosecuted criminally. Since compulsory attendance falls upon the parent's obligations, you may be held criminally liable IF your child becomes chronically truant. Punishment could include fines and/or jail sentences. (VA Code §§18.2-371; 22.1-258; 22.1-263)

- **SEXTING** - Sexting is the use of cellular telephones to send picture/text messages that contain nude photographs and/or sexually explicit text. In most instances, juveniles that engage in sexting do so of their own free will and often at the request or urging of their peers. Juveniles that engage in this conduct are most often subjected to degradation and humiliation from their peers if and when such pictures are exposed and may sustain emotional damage. Juveniles that take and/or send nude photographs of themselves or other juveniles are in violation of several Virginia statutes, including Production of Child Pornography, Possession of Child Pornography, and Distribution of Child Pornography, all of which are felony offenses. (VA Code §§18.2-374.1; 18.2-374.1:1)

- **BOMB THREATS/THREATS OF VIOLENCE** - Threats in our schools have increasingly become a problem in Tazewell County and across our nation. Threats may take different forms, such as making false claims of a bomb in the school building or making threats to physically harm other students. VA Code §18.2-83 makes it a felony for anyone aged 15 or over to make a false bomb report, and a class 1 misdemeanor for anyone under age 15 to do the same. VA Code §18.2-60 makes it a felony to threaten to kill or commit bodily injury to another person in writing. Oral threats to any public school employee or teacher are also class 1 misdemeanors.

We are providing this information in hopes that it is informative and helps you to engage in conversations with your child/children to prevent them from engaging in conduct that can severely harm their life, health, and safety. We sincerely hope that everyone has a safe, productive, and enjoyable school year!
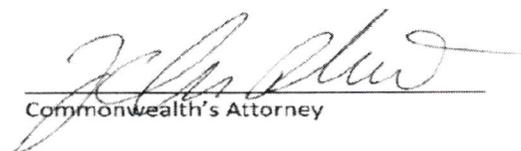
Commonwealth's Attorney

PLEASE RETURN THE FOLLOWING FORM TO YOUR CHILD'S TEACHER:

TRUANCY/SEXTING/THREATS MEMO ACKNOWLEDGMENT

I hereby acknowledge that I have read the TCPS & Commonwealth's Attorney's Office Memo regarding Truancy/Sexting/Threats and have discussed these issues with my child/children.

_____   _____

STUDENT SIGNATURE   **PARENT SIGNATURE**

This is a draft copy of the August 8, 2022 minutes and is subject to amendment. Minutes do not become official until approved by the School Board.

VIRGINIA: At a regular meeting of the Tazewell County School Board Disciplinary Committee held at the Tazewell County Career and Technical Center – Student Center on August, 2022 at 9:00 a.m.

COMMITTEE   Donna Whittington, School Board Chair
MEMBERS   Irene Mullins, School Board Vice-Chair
PRESENT: Erik Robinson, School Board Member

OTHERS   Deidra Hill, Deputy Superintendent
PRESENT: James McGee, Director of Middle and Secondary Education
               Dr. Gary Williams, Director of Special Projects/TCCTC Principal
               Cynthia Beavers, Grants/CTE Director
               Lee Salyers, Principal, Graham Middle School
               Sabrina Holmes, Principal, Richlands Middle School
               Heather Larimer, Assistant Principal, Tazewell Middle School
               Patrick Buckner, Assistant Principal, Graham High School
               Charity Hurst, Assistant Principal, Richlands High School
               Derick Smith, Assistant Principal, Tazewell High School
               Vicki Bailey, School Board Clerk

Chair Whittington called the meeting to order at 9:00 a.m.

Pursuant to section 2.2-3711 of the Code of Virginia, a motion was made by Mrs. Mullins, seconded by Erik Robinson, and passed 3-0 to convene to a closed session for the purpose of discussing the following specific matter:

    Students – Discussion or consideration of admission or disciplinary matters concerning students as authorized by Section 2.2-3711 A 2 of the Code of Virginia.

The Committee returned to open session at 11:54 a.m. In accordance with the Freedom of Information Act, a roll call vote was taken in which all members affirmed that only public business matters lawfully exempted from open meetings, as identified in the motion for closed session, were heard, discussed, or considered by the Tazewell County School Board Disciplinary Committee.

Student Actions

Mrs. Mullins made a motion that student A be readmitted to Tazewell County Public Schools at the Placement Academy for the 2022-2023 school year to attend the ISAEP Program and the Tazewell County Career and Technical Center and scheduled for a review at the October Student Disciplinary Committee meeting. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student B return to Graham High School and the Tazewell County Career and Technical Center for the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student C return to Graham High School for the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student D return to Graham High School for the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student E be readmitted to Tazewell County Public Schools at the Placement Academy for the 2022-2023 school year and scheduled for a review at the October Student Disciplinary Committee meeting. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student F return to Richlands Middle School for the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student G be readmitted with services to Tazewell County Public Schools at the Placement Academy and half day at the Tazewell County Career and Technical Center for the first six weeks of the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student H return to Tazewell High School for the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student I be readmitted to Tazewell County Public Schools at the Placement Academy for the first six weeks of the 2022-2023 school year and scheduled for a review at the October Student Disciplinary Committee meeting. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion that student J return to Tazewell High School for the 2022-2023 school year. Mr. Robinson seconded the motion, and the Committee unanimously approved.

Mrs. Mullins made a motion to adjourn at 11:56 a.m. Mr. Robinson seconded the motion, and the Committee unanimously approved.

506 Jeffersonville Street
Tazewell, VA 24651-5396
Phone (276) 988-5511
Fax (276) 988-1976
www.tcpsva.org

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TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **New employees and recent retirees**

ENCLOSURE: NA

SUMMARY: New employees and recent retirees in attendance will be recognized by the Board.

RECOMMENDATION: NA

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September 12, 2022

SUBJECT: **CollegeBoard's National Recognition Program Awardees**

ENCLOSURE: NA

SUMMARY: Three RHS students (Dorian Heifner, Joey Simmons, and Gavin Littrell) were named recipients of @CollegeBoard's National Recognition Programs for achievements in school and on College Board assessments. The Recognition Program helps students stand out during the college admissions process.

RECOMMENDATION: NA

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September 12, 2022

SUBJECT: **School Accreditation**

ENCLOSURE: Board members were given binders from Mrs. Ashby at the time agenda packets were delivered.

SUMMARY: Mrs. Ashby will share an update on school accreditation results.

RECOMMENDATION: NA

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September 12, 2022

SUBJECT: **Information on Applied Behavioral Analysis (ABA Therapy)**

ENCLOSURE: NA

SUMMARY: Mrs. Lasinsky and Mrs. Smith will share information with Board members about ABA Therapy.

RECOMMENDATION: NA

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School Board Members
Donna Whittington, Chair
Irene Mullins, Vice-Chair
Chris Moir
Erik Robinson
David Woodard

September 12, 2022

SUBJECT: **Update from Kindergarten Camp**

ENCLOSURE: NA

SUMMARY: Mrs. Lashinsky will give an update of the 2022
                        Kindergarten Camp.

RECOMMENDATION: NA

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September 12, 2022

SUBJECT: **TCPS Custodian/Maintenance/Grounds Appreciation Day**

ENCLOSURE: NA

SUMMARY: Mrs. Hill will express appreciation to all custodians, maintenance workers, and grounds workers. September 7, 2022 was TCPS Custodian/Maintenance/Grounds Appreciation Day.

RECOMMENDATION: NA

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September 12, 2022

SUBJECT: **Ratification of Poll Votes**

ENCLOSURE:

SUMMARY: Board members were polled twice since the August 8th School Board meeting. The votes on each poll vote were as follows:
- *August 16, 2022 – Personnel – approved 5-0*
- *August 29, 2022 – Personnel – approved with 4 votes (Mrs. Moir abstained.)*

RECOMMENDATION: That the Tazewell County School Board ratify the poll votes of August 16, 2022 and August 29, 2022.

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County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **Safety Committee Update**

ENCLOSURE:

SUMMARY: Sgt. Landon Hieatt will share updates from the Safety Committee Update.

RECOMMENDATION: NA

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County Public Schools

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September 12, 2022

SUBJECT: **Approval of Law Enforcement Memorandums of Understanding**

ENCLOSURE: Memorandums of Understanding

SUMMARY: The School Board will be asked to approve the Law Enforcement Memorandums of Understanding from various law enforcement agencies in the county.

RECOMMENDATION: That the Tazewell County School Board approve the Law Enforcement Memorandums of Understanding as presented by Sgt. Hieatt.

Richlands Police Department and Tazewell County Public Schools
MEMORANDUM OF UNDERSTANDING
between
THE Tazewell County Public Schools SCHOOL BOARD/SCHOOL DIVISION
and
THE Richlands POLICE DEPARTMENT/SHERIFF'S OFFICE 8/25/2022

AUTHORITY

§ 22.1-280.2:3. School boards; local law enforcement agencies; memorandums of understanding.

"The school board in each school division in which the local law enforcement agency employs school resource officers, as defined in § 9.1-101, shall enter into a memorandum of understanding with such local law enforcement agency that sets forth the powers and duties of such school resource officers. The provisions of such memorandum of understanding shall be based on the model memorandum of understanding developed by the Virginia Center for School and Campus Safety pursuant to subdivision A 12 of § 9.1-184, which may be modified by the parties in accordance with their particular needs.

Each such school board and local law enforcement agency shall review and amend or affirm such memorandum at least once every two years or at any time upon the request of either party. Each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input during each memorandum of understanding review period."

PURPOSE

The [Tazewell County School Board/School Division (SD)] and Richlands[Police Department/Sheriff's Office (PD/SO)] hereby enter into this Memorandum of Understanding (MOU) setting forth the respective roles and responsibilities of both parties regarding the use of school resource officers (SROs). The purpose of this MOU is to establish a mutually beneficial partnership (School–Law Enforcement Partnership (S-LEP)) that both schools and law enforcement can work within to achieve shared goals. The purpose of the S-LEP is to foster relations of mutual respect and understanding in order to build a positive and safe school environment and to facilitate effective, timely communication and coordination of efforts for both the SD and the PD/SO.

This MOU is intended only to outline expectations between the SD and the PD/SO. It is not intended to create contractual or equitable obligations on the part of the SD or the PD/SO toward particular students, parents, SD or PD/SO employees, or any other third parties.

The parties agree the vast majority of student misconduct can be best addressed through classroom and in-school strategies. The parties acknowledge that students are generally less mature and responsible than adults; they often lack the experience, perspective, and judgment to recognize and avoid choices that could be detrimental to them; and they are more susceptible to outside pressures than adults.

For further details regarding the S-LEP, please see the *School-Law Enforcement Partnership Guide* and the

S-LEP Standards and Leadership Tools available on the DCJS website.

GOALS

The primary goals of the S-LEP and this model MOU are to (i) promote positive and supportive school climates and (ii) create and maintain safe and secure school environments.

To promote positive and supportive school climates, the SD and PD/SO will collaborate to increase law-related education, expand school safety and crime prevention efforts, reduce conflict, and support effective interventions for students.

To create and maintain safe and secure school environments, the SD and PD/SO will collaborate to reduce and prevent crime, violence, victimization, and fear in and around schools, and minimize student involvement with the juvenile and criminal justice systems.

EVALUATION OF THE SCHOOL–LAW ENFORCEMENT PARTNERSHIP

The SD and the PD/SO should jointly develop measurable objectives of the S-LEP using school discipline, crime, and violence data, school climate survey data, and any other data deemed to be relevant. The SD and the PD/SO will review progress toward achieving such objectives at least annually and the results of the progress review will be made available to the public. For guidance related to evaluation of the S-LEP, see the *S-LEP Evaluation Toolkit*.

ROLES AND RESPONSIBILITIES

I.Richlands Police Department

The PD/SO will designate a direct point of contact between the PD/SO and the SD. The PD/SO point of contact will address any operational and administrative issues and will serve as a consultant for school safety and security issues including assessments and critical incident response planning. The PD/SO point of contact will maintain a working knowledge of school rules, regulations, and laws regarding student safety and conduct. The PD/SO point of contact will establish and maintain effective relationships with school personnel at the division and school levels.

The PD/SO will be responsible for the selection, assignment, scheduling, training, supervision, and evaluation of SROs. In their performance of law enforcement functions, the SRO will remain at all times under the control, through the chain of command, of the PD/SO. The PD/SO will ensure the SRO meets the training standards for SROs established by the Virginia Department of Criminal Justice Services (DCJS) pursuant to *Virginia Code* §§ 9.1-101(54) and 9.1-114.1.

The PD/SO will take into consideration the views of the SD and the identified needs and conditions of the schools when (i) developing and implementing law enforcement policies and practices that may affect schools, and (ii) selecting, assigning, scheduling, training, supervising, and evaluating SROs.

II. School Division Responsibilities

The SD will designate a primary division-level point of contact between the SD and the PD/SO. The SD

point of contact will implement the S-LEP and maintain ongoing communications with PD/SO officials.

School administrators will be responsible for facilitating effective communication between the SRO and school personnel and for supporting the goals of the S-LEP.

Each school with an assigned SRO should provide work area(s) for the SRO that allow access to technologies, private interviewing of multiple persons, and locking storage space for securing physical evidence.

The SD will handle discipline within the school disciplinary process without involving SROs. The SD policies, administrative guidance, training, and ongoing oversight should clearly communicate that school personnel is responsible for school discipline and that law enforcement is not to be involved with disciplinary action, except as may be requested by the SD (e.g., if factual information gathered or observations by the SRO are relevant to a disciplinary matter). The SD is responsible for communicating the goals and role of the SRO to all school administration, personnel, and students.

The SD should ensure that school administrators meet the training requirements set forth in *Virginia Code* § 22.1-279.8(E).

III. SRO Roles and Responsibilities

SROs should be considered active members of their assigned schools. The SRO facilitates the effective delivery of law enforcement services and assists with matters related to safety, security, and the exchange of information between the SD and the PD/SO.

Unless there is a clear and imminent threat to safety, requests from school personnel for SRO or other law enforcement assistance are to be made to a school administrator, and such administrator should, if appropriate, request assistance from the SRO.

To the extent possible, SROs' duty schedules should be organized to provide coverage throughout the school day. SROs provide a visible deterrent to crime and shall be visible patrolling the exterior and interior grounds. SROs should wear the regulation uniform of the employing PD/SO and operate a marked PD/SO vehicle while on duty unless otherwise authorized by the SRO's supervisor.

Additionally, SROs should assist school administrators in developing school crisis, emergency management, and medical emergency response plans. SROs should work with school administrators in problem-solving to prevent crime and promote safety in the school environment. SROs are expected to collaborate with school administrators and other school personnel to support positive school climates that focus on resolving conflicts and minimizing student involvement with the juvenile and criminal justice systems.

SROs serve multiple roles in schools. The roles are interrelated, but all are carried out with the aim to contribute to school safety and security and to promote positive and supportive school climates. The key roles of an SRO are:

Law enforcement officer
As a sworn law enforcement officer, the primary role of an SRO in a school is as a law enforcement officer. SROs assume primary responsibility for responding to requests for law enforcement assistance from school administrators and coordinating the response of other law enforcement resources to the

school. SROs should work with school administrators in problem-solving to prevent crime and promote safety in the school environment. In all cases, the SRO's role as a law enforcement officer should take precedence over any other roles performed by the SRO.

Law-related educator

As resources permit, SROs should strive to assist with presentations to school personnel on law-related topics such as law enforcement practices, changes in relevant laws, crime trends, crime prevention, school safety strategies, and crisis response procedures. SROs may also deliver law-related education to students using lessons/curricula approved in advance by the SD.

Role model and informal mentor

Students often seek approval, direction, and guidance from adults in the school setting about various problems. Through formal and informal interaction with students, SROs serve as role models and informal mentors. SROs are expected to communicate clearly to students about acceptable and unacceptable behavior, set a positive example in handling stressful situations and resolving conflicts, show respect and consideration of others, and express high expectations for student behavior. Students who may need additional assistance shall be referred to a school-based resource.

IV. School Administrator Roles and Responsibilities

Consistent with the Virginia Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-210(A), "the principal is recognized as the instructional leader and manager of the school and is responsible for [f]ostering the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders[.]" Additionally, pursuant to 8 VAC 20-131-260(D), the school administration should ensure that the school has written procedures "to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior" and "for responding to violent, disruptive, or illegal activities by students on school property or during a school sponsored activity[.]"

School administrators should review the MOU annually with SROs and establish school-specific operational and communications procedures to support the goals of the SLEP.

OPERATIONAL PROCEDURES

I. Differentiating Disciplinary Misconduct from Criminal Offenses

School administrators and personnel are responsible for school discipline. Although SROs are expected to be familiar with the school division code of student conduct, the rules of individual schools, and their application in day-to-day practice, SROs should not be involved with the enforcement of school rules or disciplinary infractions that are not violations of law.

Consequences of student misconduct should be effective, developmentally appropriate, and fair. Interventions and school sanctions should help students learn from their mistakes and address root causes of misconduct. School administrators should consider alternatives to suspensions and expulsions and law enforcement officials should consider alternatives to involvement with the juvenile and criminal justice systems for student violations of law.

II. Information Sharing

The release and sharing of student records is governed by the Family Educational Rights and Privacy Act

(FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. Part 99, and §§ 22.1-287 and 22.1-287.1 of the *Code of Virginia*.

When appropriate, and to the extent allowable by law, the SD should notify SROs of any special needs of a student involved in a school-based infraction that is not routine discipline in order to assist the SRO in recognizing and accommodating behaviors that may be manifestations of a student's disability.

Consent access. An SRO or other law enforcement officer may have access to a student's educational records with written consent of the student's parent or legal guardian or of the student if the student is 18 years or age or older.

SRO access. For purposes of access to student records, SROs may be considered "school officials with a legitimate educational interest" in reviewing information from student educational records covered by FERPA, and may be provided student information as needed to carry out their duties related to the school environment, provided such SROs perform a function or service for which the school would otherwise use employees (e.g., maintaining the physical safety and security of the school) and comply with the use and re-disclosure requirements set forth in 34 C.F.R. § 99.33. SROs may have access to (i) information on students in their assigned schools that include directory information and additional items needed to carry out their duties, such as class schedules, as approved by the school administrator, and (ii) directory information for all students in the school division (however, unless they are school officials with a legitimate educational interest, they will not have address to student addresses, telephone numbers or email addresses unless another exception applies, given § 22.1-287.1 of the *Code of Virginia*). While, as noted above, SROs are always under the control of the PD/SO in carrying out their law enforcement duties, the PD/SO agree that SROs will respect the confidentiality of student education records as other school officials would, and are under the control of the SD when it comes to the handling of student education records. PD/SOs understand that unless a FERPA exception applies that would permit disclosure to law enforcement by any school official (e.g., in the context of a health or safety emergency or in response to a subpoena), SROs will not share protected student record information with the PD/SO.

Health or Safety Emergency Exception. Pursuant to 34 C.F.R. § 99.36, in the event of an articulable and significant threat to the health or safety of a student or other individuals, school officials may disclose any information from student records to appropriate parties, including law enforcement officials, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

SRO disclosure of law enforcement records. SROs may disclose law enforcement records created and maintained by the SRO for the purpose of maintaining the physical security and safety of the school or the enforcement of laws. Because law enforcement records are not student records, they are not subject to the disclosure requirements of FERPA.

III. Investigation and Questioning

SROs have the authority to question students who may have information about criminal activity. As sworn law enforcement officers, SROs have authority to stop, question, interview, and take law enforcement action without prior authorization of the school administrator or contacting parents or legal guardians. However, the investigation and questioning of students during school hours or at school events should be limited to situations where the investigation is related to suspected criminal activity related to the operation of or occurring at the school. The investigation and questioning of students for offenses not related to the operation of or occurring at the school should take place at school only when

delay might result in danger to any person, destruction of evidence, or flight from the jurisdiction by the person suspected of a crime.

The interviewing of students, whether as suspects, victims, or witnesses, should be conducted privately in an office setting. SROs shall take steps to ensure minimal intrusion into the educational experience of students being questioned in the school setting. Custodial interrogation of a minor must be conducted in accordance with § 16.1-247.1 of the *Code of Virginia*.

SROs are responsible for leading the investigation and questioning of students related to suspected violations of criminal law. SROs shall not be included in the investigation and questioning of students about student code of conduct violations that do not involve any criminal activity or risk of harm to self or others. School administrators are responsible for the investigation and questioning of students about violations of the code of conduct.

IV. Searches

All searches shall be conducted in accordance with federal and state laws and applicable SD and PD/SO policies and guidelines, including the principles embodied in this MOU.

School administrator searches. School personnel may conduct searches of a student's property and person under their jurisdiction in accordance with guidelines developed as contemplated by *Code of Virginia* § 22.1-279.7, and the advice of the school's legal counsel.

SRO searches. Any search initiated by an SRO or other law enforcement officer should be conducted in accordance with constitutional search and seizure requirements. All searches should occur outside the presence of students and school personnel, with the exception of school administrators, unless there is a clear and imminent threat to safety.

SROs should not become involved in administrative searches and at no time should SROs request that an administrative search be conducted for law enforcement purposes or have school personnel conduct a search as the SRO's agent.

V. Arrests

Whenever practical, the arrest of a student or school personnel should be accomplished outside of school hours in order to not disrupt the educational process or school setting. Arrests that must occur during school hours or on school grounds should be coordinated through the school administrator to minimize potential disruption. When circumstances do not allow for prior coordination through the school administrator, arrests should be reported to the school administrator as soon as possible. In addition to any required notification of parents and legal guardians by the SRO taking a student or employee into custody, school administrators or their designees should consider notifying parents and legal guardians upon a school-based arrest of the student.

VI. Physical Restraint by School Personnel

Physical restraint refers to restricting a student's ability to freely move his or her torso, arms, legs, or head. The term physical restraint does not include a physical escort, such as temporary touching of the arm or other body part for the purpose of inducing a student who is acting out to walk to a safe location.

Physical restraint by school personnel is used in accordance with the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (8VAC20-750), and

related local school board policies. Every effort should be made by school personnel to prevent the need for the use of restraint. Physical restraint should not be used except by school personnel trained in the use of physical restraint as required by the school division.

School personnel should act to de-escalate situations that are causing, or have the potential to cause, disruptions to the school environment and/or are violations of the student code of conduct where appropriate. If physical intervention is necessary, the action shall be reported promptly to the school administrator and the rationale for the action shall be fully documented.

VII. Physical Intervention by School Resource Officers

An SRO should not be involved in the physical restraint of a student unless there is a clear and imminent threat to safety. As sworn law enforcement officers, SROs may intervene to de-escalate situations.

Physical intervention by SROs is undertaken in accordance with policies and operational procedures of the PD/SO and state law regarding physical intervention and use of force by a law enforcement officer. If an SRO is involved in the use of restraint or physical intervention, the action should be reported to the school administrator and the SRO's supervisor and the rationale for the action should be fully documented.

SROs should be aware of the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (8VAC20-750) and related local school board policies and may attend training offered by the local school system on their use of seclusion and restraint by school personnel. However, SROs should continue to operate by the policies and operational procedures of the PD/SO and state law regarding physical intervention and use of force by a law enforcement officer.

Additionally, if the SRO physically intervenes with a student, the SD and PD/SO should coordinate to ensure that reasonable effort is made to inform the parents or legal guardians of such student on the same day as the occurrence of the physical intervention.

KEY STATUTORY RESPONSIBILITIES

I. Crime Reporting

§ 22.1-279:3:1 of the *Code of Virginia* (effective 7/1/2022) requires the reporting of certain acts to school authorities; reporting of certain acts by school authorities to parents; and reporting of certain acts by school authorities to law enforcement.

A. Reports shall be made to the division superintendent and to the principal or his designee on all incidents involving:

> 1. Alcohol, marijuana, a controlled substance, an imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
>
> 2. The assault and battery that results in bodily injury of any person on a school bus, on school property, or at a school-sponsored activity;
>
> 3. The sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in § 18.2-47, or 18.2-48, or stalking of any person as described in § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;

4. Any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;

5. The illegal carrying of a firearm, as defined in § 22.1-277.07, onto school property;

6. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in § 18.2-85, or explosive or incendiary devices, as defined in § 18.2-433.1, or chemical bombs, as described in § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;

7. Any threats or false threats to bomb, as described in § 18.2-83, made against school personnel or involving school property or school buses; or

8. The arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.

B. Except as may otherwise be required by federal law, regulation, or jurisprudence, each principal:

1. Shall immediately report to the local law-enforcement agency any incident described in subdivision A 1 that may constitute a felony offense;

2. Shall immediately report to the local law-enforcement agency any incident described in subdivisions A 3 through 7, except that a principal is not required to but may report to the local law-enforcement agency any incident described in subdivision A 4 committed by a student who has a disability;

3. May report to the local law-enforcement agency any other incident described in subsection A that is not required to be reported pursuant to subdivision 1 or 2; and

4. Shall immediately report any act enumerated in subdivisions A 1 through 5 that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal shall report whether the incident has been reported to local law enforcement pursuant to this subsection and, if the incident has been so reported, that the parents may contact local law enforcement for further information, if they so desire.

Pursuant to §§ 16.1-260(G) and 19.2-83.1(B), law enforcement agencies and/or intake officers are required to notify the division superintendent if a student is arrested for certain offenses or subject to a petition alleging that the student committed certain offenses. Division superintendents who receive such reports are required to report the information to the principal of the school in which the student is enrolled.

As a general practice, SROs should notify the principal as soon as practical of any significant law enforcement events occurring at or in association with the school (e.g., at a school bus stop or off-campus activity, during or outside school hours). No SRO or school administrator will be required to file delinquency charges in response to any such activity.

II. Threat Assessment

Threat assessments will be conducted in accordance with local school board policies adopted as required by *Virginia Code* § 22.1-79.4 and, in general, consistent with model procedures and guidelines

published by the DCJS Virginia Center for School and Campus Safety and other appropriate practices.

Pursuant to § 22.1-79.4 each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement **and (effective 7/1/2022), in the case of any school in which a school resource officer is employed, at least one such school resource officer**. SROs serving as members of threat assessment teams (including as school officials with a legitimate education interest, as defined by FERPA and as discussed above) may assist in the monitoring of subject students as well as determining the need, if any, for law enforcement action.

III. School Safety Audits

School safety audits will be conducted annually as required by *Virginia Code* § 22.1-279.8 to assess school safety conditions in schools. SROs, in collaboration with school administrators, will conduct school inspection walk-throughs using a standardized checklist developed by the Center for School and Campus Safety. SROs and the PD/SO should collaborate in other school safety audit mandates set forth in *Virginia Code* § 22.1-279.8, including school crisis, emergency management, and medical emergency response planning and preparation, **and (effective 7/1/2022) as part of each such audit, the school board shall create a detailed and accurate floor plan for each public school building in the local school division or shall certify that the existing floor plan for each such school is sufficiently detailed and accurate.**

REVIEW OF MOU

Effective July 1, 2020, per an amendment to *Virginia Code* § 22.1-280.2:3 "school boards and local law enforcement agencies shall review and amend or affirm memorandums of understanding at least once every two years, or at any time upon the request of either party". Further, "each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input and discussion during each memorandum of understanding review period." This MOU applies to Richlands Elementary, Middle, and High Schools.

Quarterly meetings should be conducted throughout the year between the SD point of contract and PD/SO point of contact to support successful implementation of the partnership. This MOU remains in force until such time as either party withdraws from the agreement by delivering a written notification of such withdrawal to the other party at least 45 days prior to the date of withdrawal.

Signed:

_____
Chief of Police/Sheriff

_____
Superintendent of Schools

8/25/22
_____
Date

_____
Date

Appendix A

Graduated Intervention and Responses, Additional Resources

In developing the School–Law Enforcement Partnership MOU, the School Division and Law Enforcement Agency are encouraged to develop alternative responses and educational programming for school-based misconduct in order to divert youth from unnecessary involvement with the juvenile justice systems.

In addition to the *Virginia School-Law Enforcement Partnership Guide and Program Standards*, the below resources may be helpful in developing your SRO program best practices.

Guiding Principles for School Resource Officer Programs (March 2022)
Office of Community Oriented Policing Services, U.S. Department of Justice
https://cops.usdoj.gov/pdf/2022ProgramDocs/chp/SRO_Guiding_Principles.pdf

NASRO School Resource Officer Program Recommendations (July 2021)
National Association of School Resource Officers
https://www.nasro.org/clientuploads/resources/91667_NASRO_Best_Practices_FINAL.pdf

SECURe - Safe, School-based Enforcement through Collaboration, Understanding and Respect Rubrics (2016)
U.S. Department of Education and U.S. Department of Justice
https://cops.usdoj.gov/pdf/sro/SRO_State_and_Local_Policy.pdf

School Resource Officer Memorandum of Understanding: Fact Sheet (Nov. 2021)
U.S. Department of Justice, COPS Office
https://cops.usdoj.gov/pdf/2021AwardDocs/chp/SRO_MOU.pdf

Tazewell County Public Schools & Tazewell County Sheriff's Office
MEMORANDUM OF UNDERSTANDING
between
THE Tazewell County SCHOOL BOARD/SCHOOL DIVISION
and
THE Tazewell County SHERIFF'S OFFICE 08/25/2022

AUTHORITY

§ 22.1-280.2:3. School boards; local law enforcement agencies; memorandums of understanding.

"The school board in each school division in which the local law enforcement agency employs school resource officers, as defined in § 9.1-101, shall enter into a memorandum of understanding with such local law enforcement agency that sets forth the powers and duties of such school resource officers. The provisions of such memorandum of understanding shall be based on the model memorandum of understanding developed by the Virginia Center for School and Campus Safety pursuant to subdivision A 12 of § 9.1-184, which may be modified by the parties in accordance with their particular needs.

Each such school board and local law enforcement agency shall review and amend or affirm such memorandum at least once every two years or at any time upon the request of either party. Each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input during each memorandum of understanding review period."

PURPOSE

The Tazewell County Public Schools and the Tazewell County Sheriff's Office hereby enter into this Memorandum of Understanding (MOU) setting forth the respective roles and responsibilities of both parties regarding the use of school resource officers (SROs). The purpose of this MOU is to establish a mutually beneficial partnership (School–Law Enforcement Partnership (S-LEP)) that both schools and law enforcement can work within to achieve shared goals. The purpose of the S-LEP is to foster relations of mutual respect and understanding in order to build a positive and safe school environment and to facilitate effective, timely communication and coordination of efforts for both the SD and the PD/SO.

This MOU is intended only to outline expectations between the SD and the PD/SO. It is not intended to create contractual or equitable obligations on the part of the SD or the PD/SO toward particular students, parents, SD or PD/SO employees, or any other third parties.

The parties agree the vast majority of student misconduct can be best addressed through classroom and in-school strategies. The parties acknowledge that students are generally less mature and responsible than adults; they often lack the experience, perspective, and judgment to recognize and avoid choices that could be detrimental to them; and they are more susceptible to outside pressures than adults.

For further details regarding the S-LEP, please see the *School-Law Enforcement Partnership Guide* and the *S-LEP Standards and Leadership Tools* available on the DCJS website.

GOALS

The primary goals of the S-LEP and this model MOU are to (i) promote positive and supportive school climates and (ii) create and maintain safe and secure school environments.

To promote positive and supportive school climates, the SD and PD/SO will collaborate to increase law-related education, expand school safety and crime prevention efforts, reduce conflict, and support effective interventions for students.

To create and maintain safe and secure school environments, the SD and PD/SO will collaborate to reduce and prevent crime, violence, victimization, and fear in and around schools, and minimize student involvement with the juvenile and criminal justice systems.

EVALUATION OF THE SCHOOL–LAW ENFORCEMENT PARTNERSHIP

The SD and the PD/SO should jointly develop measurable objectives of the S-LEP using school discipline, crime, and violence data, school climate survey data, and any other data deemed to be relevant. The SD and the PD/SO will review progress toward achieving such objectives at least annually and the results of the progress review will be made available to the public. For guidance related to evaluation of the S-LEP, see the *S-LEP Evaluation Toolkit*.

ROLES AND RESPONSIBILITIES

I. Tazewell County Sheriff's Office Responsibilities.

The PD/SO will designate a direct point of contact between the PD/SO and the SD. The PD/SO point of contact will address any operational and administrative issues and will serve as a consultant for school safety and security issues including assessments and critical incident response planning. The PD/SO point of contact will maintain a working knowledge of school rules, regulations, and laws regarding student safety and conduct. The PD/SO point of contact will establish and maintain effective relationships with school personnel at the division and school levels.

The PD/SO will be responsible for the selection, assignment, scheduling, training, supervision, and evaluation of SROs. In their performance of law enforcement functions, the SRO will remain at all times under the control, through the chain of command, of the PD/SO. The PD/SO will ensure the SRO meets the training standards for SROs established by the Virginia Department of Criminal Justice Services (DCJS) pursuant to *Virginia Code* §§ 9.1-101(54) and 9.1-114.1.

The PD/SO will take into consideration the views of the SD and the identified needs and conditions of the schools when (i) developing and implementing law enforcement policies and practices that may affect schools, and (ii) selecting, assigning, scheduling, training, supervising, and evaluating SROs.

II. School Division Responsibilities

The SD will designate a primary division-level point of contact between the SD and the PD/SO. The SD point of contact will implement the S-LEP and maintain ongoing communications with PD/SO officials.

School administrators will be responsible for facilitating effective communication between the SRO and school personnel and for supporting the goals of the S-LEP.

Each school with an assigned SRO should provide work area(s) for the SRO that allow access to technologies, private interviewing of multiple persons, and locking storage space for securing physical evidence.

The SD will handle discipline within the school disciplinary process without involving SROs. The SD policies, administrative guidance, training, and ongoing oversight should clearly communicate that school personnel is responsible for school discipline and that law enforcement is not to be involved with disciplinary action, except as may be requested by the SD (e.g., if factual information gathered or observations by the SRO are relevant to a disciplinary matter). The SD is responsible for communicating the goals and role of the SRO to all school administration, personnel, and students.

The SD should ensure that school administrators meet the training requirements set forth in *Virginia Code* § 22.1-279.8(E).

III. SRO Roles and Responsibilities

SROs should be considered active members of their assigned schools. The SRO facilitates the effective delivery of law enforcement services and assists with matters related to safety, security, and the exchange of information between the SD and the PD/SO.

Unless there is a clear and imminent threat to safety, requests from school personnel for SRO or other law enforcement assistance are to be made to a school administrator, and such administrator should, if appropriate, request assistance from the SRO.

To the extent possible, SROs' duty schedules should be organized to provide coverage throughout the school day. SROs provide a visible deterrent to crime and shall be visible patrolling the exterior and interior grounds. SROs should wear the regulation uniform of the employing PD/SO and operate a marked PD/SO vehicle while on duty unless otherwise authorized by the SRO's supervisor.

Additionally, SROs should assist school administrators in developing school crisis, emergency management, and medical emergency response plans. SROs should work with school administrators in problem-solving to prevent crime and promote safety in the school environment. SROs are expected to collaborate with school administrators and other school personnel to support positive school climates that focus on resolving conflicts and minimizing student involvement with the juvenile and criminal justice systems.

SROs serve multiple roles in schools. The roles are interrelated, but all are carried out with the aim to contribute to school safety and security and to promote positive and supportive school climates. The key roles of an SRO are:

Law enforcement officer
As a sworn law enforcement officer, the primary role of an SRO in a school is as a law enforcement officer. SROs assume primary responsibility for responding to requests for law enforcement assistance from school administrators and coordinating the response of other law enforcement resources to the school. SROs should work with school administrators in problem-solving to prevent crime and promote safety in the school environment. In all cases, the SRO's role as a law enforcement officer should take precedence over any other roles performed by the SRO.

Law-related educator

As resources permit, SROs should strive to assist with presentations to school personnel on law-related topics such as law enforcement practices, changes in relevant laws, crime trends, crime prevention, school safety strategies, and crisis response procedures. SROs may also deliver law-related education to students using lessons/curricula approved in advance by the SD.

Role model and informal mentor

Students often seek approval, direction, and guidance from adults in the school setting about various problems. Through formal and informal interaction with students, SROs serve as role models and informal mentors. SROs are expected to communicate clearly to students about acceptable and unacceptable behavior, set a positive example in handling stressful situations and resolving conflicts, show respect and consideration of others, and express high expectations for student behavior. Students who may need additional assistance shall be referred to a school-based resource.

IV. School Administrator Roles and Responsibilities

Consistent with the Virginia Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-210(A), "the principal is recognized as the instructional leader and manager of the school and is responsible for [f]ostering the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders[.]" Additionally, pursuant to 8 VAC 20-131-260(D), the school administration should ensure that the school has written procedures "to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior" and "for responding to violent, disruptive, or illegal activities by students on school property or during a school sponsored activity[.]"

School administrators should review the MOU annually with SROs and establish school-specific operational and communications procedures to support the goals of the SLEP.

OPERATIONAL PROCEDURES

I. Differentiating Disciplinary Misconduct from Criminal Offenses

School administrators and personnel are responsible for school discipline. Although SROs are expected to be familiar with the school division code of student conduct, the rules of individual schools, and their application in day-to-day practice, SROs should not be involved with the enforcement of school rules or disciplinary infractions that are not violations of law.

Consequences of student misconduct should be effective, developmentally appropriate, and fair. Interventions and school sanctions should help students learn from their mistakes and address root causes of misconduct. School administrators should consider alternatives to suspensions and expulsions and law enforcement officials should consider alternatives to involvement with the juvenile and criminal justice systems for student violations of law.

II. Information Sharing

The release and sharing of student records is governed by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. Part 99, and §§ 22.1-287 and 22.1-287.1 of the *Code of Virginia*.

When appropriate, and to the extent allowable by law, the SD should notify SROs of any special needs of a student involved in a school-based infraction that is not routine discipline in order to assist the SRO in recognizing and accommodating behaviors that may be manifestations of a student's disability.

Consent access. An SRO or other law enforcement officer may have access to a student's educational records with written consent of the student's parent or legal guardian or of the student if the student is 18 years or age or older.

SRO access. For purposes of access to student records, SROs may be considered "school officials with a legitimate educational interest" in reviewing information from student educational records covered by FERPA, and may be provided student information as needed to carry out their duties related to the school environment, provided such SROs perform a function or service for which the school would otherwise use employees (e.g., maintaining the physical safety and security of the school) and comply with the use and re-disclosure requirements set forth in 34 C.F.R. § 99.33. SROs may have access to (i) information on students in their assigned schools that include directory information and additional items needed to carry out their duties, such as class schedules, as approved by the school administrator, and (ii) directory information for all students in the school division (however, unless they are school officials with a legitimate educational interest, they will not have address to student addresses, telephone numbers or email addresses unless another exception applies, given § 22.1-287.1 of the *Code of Virginia*). While, as noted above, SROs are always under the control of the PD/SO in carrying out their law enforcement duties, the PD/SO agree that SROs will respect the confidentiality of student education records as other school officials would, and are under the control of the SD when it comes to the handling of student education records. PD/SOs understand that unless a FERPA exception applies that would permit disclosure to law enforcement by any school official (e.g., in the context of a health or safety emergency or in response to a subpoena), SROs will not share protected student record information with the PD/SO.

Health or Safety Emergency Exception. Pursuant to 34 C.F.R. § 99.36, in the event of an articulable and significant threat to the health or safety of a student or other individuals, school officials may disclose any information from student records to appropriate parties, including law enforcement officials, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

SRO disclosure of law enforcement records. SROs may disclose law enforcement records created and maintained by the SRO for the purpose of maintaining the physical security and safety of the school or the enforcement of laws. Because law enforcement records are not student records, they are not subject to the disclosure requirements of FERPA.

III. Investigation and Questioning

SROs have the authority to question students who may have information about criminal activity. As sworn law enforcement officers, SROs have authority to stop, question, interview, and take law enforcement action without prior authorization of the school administrator or contacting parents or legal guardians. However, the investigation and questioning of students during school hours or at school events should be limited to situations where the investigation is related to suspected criminal activity related to the operation of or occurring at the school. The investigation and questioning of students for offenses not related to the operation of or occurring at the school should take place at school only when delay might result in danger to any person, destruction of evidence, or flight from the jurisdiction by the person suspected of a crime.

The interviewing of students, whether as suspects, victims, or witnesses, should be conducted privately in an office setting. SROs shall take steps to ensure minimal intrusion into the educational experience of students being questioned in the school setting. Custodial interrogation of a minor must be conducted in accordance with § 16.1-247.1 of the *Code of Virginia*.

SROs are responsible for leading the investigation and questioning of students related to suspected violations of criminal law. SROs shall not be included in the investigation and questioning of students about student code of conduct violations that do not involve any criminal activity or risk of harm to self or others. School administrators are responsible for the investigation and questioning of students about violations of the code of conduct.

IV. Searches

All searches shall be conducted in accordance with federal and state laws and applicable SD and PD/SO policies and guidelines, including the principles embodied in this MOU.

School administrator searches. School personnel may conduct searches of a student's property and person under their jurisdiction in accordance with guidelines developed as contemplated by *Code of Virginia* § 22.1-279.7, and the advice of the school's legal counsel.

SRO searches. Any search initiated by an SRO or other law enforcement officer should be conducted in accordance with constitutional search and seizure requirements. All searches should occur outside the presence of students and school personnel, with the exception of school administrators, unless there is a clear and imminent threat to safety.

SROs should not become involved in administrative searches and at no time should SROs request that an administrative search be conducted for law enforcement purposes or have school personnel conduct a search as the SRO's agent.

V. Arrests

Whenever practical, the arrest of a student or school personnel should be accomplished outside of school hours in order to not disrupt the educational process or school setting. Arrests that must occur during school hours or on school grounds should be coordinated through the school administrator to minimize potential disruption. When circumstances do not allow for prior coordination through the school administrator, arrests should be reported to the school administrator as soon as possible. In addition to any required notification of parents and legal guardians by the SRO taking a student or employee into custody, school administrators or their designees should consider notifying parents and legal guardians upon a school-based arrest of the student.

VI. Physical Restraint by School Personnel

Physical restraint refers to restricting a student's ability to freely move his or her torso, arms, legs, or head. The term physical restraint does not include a physical escort, such as temporary touching of the arm or other body part for the purpose of inducing a student who is acting out to walk to a safe location.

Physical restraint by school personnel is used in accordance with the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (8VAC20-750), and related local school board policies. Every effort should be made by school personnel to prevent the need for the use of restraint. Physical restraint should not be used except by school personnel trained in the use of physical restraint as required by the school division.

School personnel should act to de-escalate situations that are causing, or have the potential to cause, disruptions to the school environment and/or are violations of the student code of conduct where appropriate. If physical intervention is necessary, the action shall be reported promptly to the school administrator and the rationale for the action shall be fully documented.

VII. Physical Intervention by School Resource Officers

An SRO should not be involved in the physical restraint of a student unless there is a clear and imminent threat to safety. As sworn law enforcement officers, SROs may intervene to de-escalate situations.

Physical intervention by SROs is undertaken in accordance with policies and operational procedures of the PD/SO and state law regarding physical intervention and use of force by a law enforcement officer. If an SRO is involved in the use of restraint or physical intervention, the action should be reported to the school administrator and the SRO's supervisor and the rationale for the action should be fully documented.

SROs should be aware of the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (8VAC20-750) and related local school board policies and may attend training offered by the local school system on their use of seclusion and restraint by school personnel. However, SROs should continue to operate by the policies and operational procedures of the PD/SO and state law regarding physical intervention and use of force by a law enforcement officer.

Additionally, if the SRO physically intervenes with a student, the SD and PD/SO should coordinate to ensure that reasonable effort is made to inform the parents or legal guardians of such student on the same day as the occurrence of the physical intervention.

KEY STATUTORY RESPONSIBILITIES

I. Crime Reporting

§ 22.1-279:3:1 of the *Code of Virginia* (effective 7/1/2022) requires the reporting of certain acts to school authorities; reporting of certain acts by school authorities to parents; and reporting of certain acts by school authorities to law enforcement.

A. Reports shall be made to the division superintendent and to the principal or his designee on all incidents involving:

1. Alcohol, marijuana, a controlled substance, an imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;

2. The assault and battery that results in bodily injury of any person on a school bus, on school property, or at a school-sponsored activity;

3. The sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in § 18.2-47, or 18.2-48, or stalking of any person as described in § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;

4. Any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;

5. The illegal carrying of a firearm, as defined in § 22.1-277.07, onto school property;

6. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in § 18.2-85, or explosive or incendiary devices, as defined in § 18.2-433.1, or chemical bombs, as described in § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;

7. Any threats or false threats to bomb, as described in § 18.2-83, made against school personnel or involving school property or school buses; or

8. The arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.

B. Except as may otherwise be required by federal law, regulation, or jurisprudence, each principal:

1. Shall immediately report to the local law-enforcement agency any incident described in subdivision A 1 that may constitute a felony offense;

2. Shall immediately report to the local law-enforcement agency any incident described in subdivisions A 3 through 7, except that a principal is not required to but may report to the local law-enforcement agency any incident described in subdivision A 4 committed by a student who has a disability;

3. May report to the local law-enforcement agency any other incident described in subsection A that is not required to be reported pursuant to subdivision 1 or 2; and

4. Shall immediately report any act enumerated in subdivisions A 1 through 5 that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal shall report whether the incident has been reported to local law enforcement pursuant to this subsection and, if the incident has been so reported, that the parents may contact local law enforcement for further information, if they so desire.

Pursuant to §§ 16.1-260(G) and 19.2-83.1(B), law enforcement agencies and/or intake officers are required to notify the division superintendent if a student is arrested for certain offenses or subject to a petition alleging that the student committed certain offenses. Division superintendents who receive such reports are required to report the information to the principal of the school in which the student is enrolled.

As a general practice, SROs should notify the principal as soon as practical of any significant law enforcement events occurring at or in association with the school (e.g., at a school bus stop or off-campus activity, during or outside school hours). No SRO or school administrator will be required to file delinquency charges in response to any such activity.

II. Threat Assessment

Threat assessments will be conducted in accordance with local school board policies adopted as required by *Virginia Code* § 22.1-79.4 and, in general, consistent with model procedures and guidelines published by the DCJS Virginia Center for School and Campus Safety and other appropriate practices.

Pursuant to § 22.1-79.4 each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school

administration, and law enforcement **and (effective 7/1/2022), in the case of any school in which a school resource officer is employed, at least one such school resource officer**. SROs serving as members of threat assessment teams (including as school officials with a legitimate education interest, as defined by FERPA and as discussed above) may assist in the monitoring of subject students as well as determining the need, if any, for law enforcement action.

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REVIEW OF MOU

Effective July 1, 2020, per an amendment to *Virginia Code* § 22.1-280.2:3 "school boards and local law enforcement agencies shall review and amend or affirm memorandums of understanding at least once every two years, or at any time upon the request of either party". Further, "each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input and discussion during each memorandum of understanding review period."

Quarterly meetings should be conducted throughout the year between the SD point of contract and PD/SO point of contact to support successful implementation of the partnership. This MOU remains in force until such time as either party withdraws from the agreement by delivering a written notification of such withdrawal to the other party at least 45 days prior to the date of withdrawal.

This MOU PERTAINS TO THE FOLLOWING SCHOOLS SERVICES BY THE Tazewell County Sheriff's Office:

Tazewell Primary School
Tazewell Intermediate School
Tazewell Career and Technical Center
Dudley Elementary School
Abb's Valley Elementary School

Signed:

_____   _____
Sheriff   Superintendent of Schools

8-25-22
_____   _____
Date   Date

Appendix A

Graduated Intervention and Responses, Additional Resources

In developing the School–Law Enforcement Partnership MOU, the School Division and Law Enforcement Agency are encouraged to develop alternative responses and educational programming for school-based misconduct in order to divert youth from unnecessary involvement with the juvenile justice systems.

In addition to the *Virginia School-Law Enforcement Partnership Guide and Program Standards*, the below resources may be helpful in developing your SRO program best practices.

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National Association of School Resource Officers
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SECURe - Safe, School-based Enforcement through Collaboration, Understanding and Respect Rubrics **(2016)**
U.S. Department of Education and U.S. Department of Justice
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MEMORANDUM OF UNDERSTANDING

between

THE _Tazewell County_ SCHOOL BOARD/SCHOOL DIVISION

and

THE _Tazewell Police Department_ POLICE DEPARTMENT/SHERIFF'S OFFICE [DATE]

AUTHORITY

§ 22.1-280.2:3. School boards; local law enforcement agencies; memorandums of understanding.

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Each such school board and local law enforcement agency shall review and amend or affirm such memorandum at least once every two years or at any time upon the request of either party. Each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input during each memorandum of understanding review period."

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The [School Board/School Division (SD)] and [Police Department/Sheriff's Office (PD/SO)] hereby enter into this Memorandum of Understanding (MOU) setting forth the respective roles and responsibilities of both parties regarding the use of school resource officers (SROs). The purpose of this MOU is to establish a mutually beneficial partnership (School–Law Enforcement Partnership (S-LEP)) that both schools and law enforcement can work within to achieve shared goals. The purpose of the S-LEP is to foster relations of mutual respect and understanding in order to build a positive and safe school environment and to facilitate effective, timely communication and coordination of efforts for both the SD and the PD/SO.

This MOU is intended only to outline expectations between the SD and the PD/SO. It is not intended to create contractual or equitable obligations on the part of the SD or the PD/SO toward particular students, parents, SD or PD/SO employees, or any other third parties.

The parties agree the vast majority of student misconduct can be best addressed through classroom and in-school strategies. The parties acknowledge that students are generally less mature and responsible than adults; they often lack the experience, perspective, and judgment to recognize and avoid choices that could be detrimental to them; and they are more susceptible to outside pressures than adults.

For further details regarding the S-LEP, please see the *School-Law Enforcement Partnership Guide* and the *S-LEP Standards and Leadership Tools* available on the DCJS website.

administration, and law enforcement **and (effective 7/1/2022), in the case of any school in which a school resource officer is employed, at least one such school resource officer.** SROs serving as members of threat assessment teams (including as school officials with a legitimate education interest, as defined by FERPA and as discussed above) may assist in the monitoring of subject students as well as determining the need, if any, for law enforcement action.

III. School Safety Audits

School safety audits will be conducted annually as required by *Virginia Code* § 22.1-279.8 to assess school safety conditions in schools. SROs, in collaboration with school administrators, will conduct school inspection walk-throughs using a standardized checklist developed by the Center for School and Campus Safety. SROs and the PD/SO should collaborate in other school safety audit mandates set forth in *Virginia Code* § 22.1-279.8, including school crisis, emergency management, and medical emergency response planning and preparation, **and (effective 7/1/2022) as part of each such audit, the school board shall create a detailed and accurate floor plan for each public school building in the local school division or shall certify that the existing floor plan for each such school is sufficiently detailed and accurate.**

REVIEW OF MOU

Effective July 1, 2020, per an amendment to *Virginia Code* § 22.1-280.2:3 "school boards and local law enforcement agencies shall review and amend or affirm memorandums of understanding at least once every two years, or at any time upon the request of either party". Further, "each school board shall ensure the current division memorandum of understanding is conspicuously published on the division website and provide notice and opportunity for public input and discussion during each memorandum of understanding review period."

Quarterly meetings should be conducted throughout the year between the SD point of contract and PD/SO point of contact to support successful implementation of the partnership. This MOU remains in force until such time as either party withdraws from the agreement by delivering a written notification of such withdrawal to the other party at least 45 days prior to the date of withdrawal.

Signed:

David D. Mills
Chief of Police/Sheriff

8-25-2022
Date

_____
Superintendent of Schools

_____
Date

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **Approval of Revised Crisis Management Plan**

ENCLOSURE: Revised Crisis Management Plan

SUMMARY: Sgt. Landon Hieatt will ask Board members for approval of the revised Crisis Management Plan.

RECOMMENDATION: That the Tazewell County School Board approve the revised Crisis Management Plan.

506 Jeffersonville Street
Tazewell, VA 24651-5396
Phone (276) 988-5511
Fax (276) 988-1976
www.tcpsva.org

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **Approval of Roof Bid for the Old Gym at Graham High School**

ENCLOSURE: Bids (Dunford Roofing and AAR of North Carolina)

SUMMARY: Mr. Parkhurst will ask Board members to approve the bid from Dunford Roofing in the amount of $78,600.00 for the old gym at Graham High School.

RECOMMENDATION: That the Tazewell County School Board approve the bid from Dunford Roofing in the amount of $78,600.00 for the old gym at Graham High School.

DUNFORD ROOFING INC.
MASTER ROOFERS

NATIONAL ROOFING CONTRACTORS ASSOCIATION

2873A GRATTON ROAD ■ TAZEWELL, VIRGINIA 24651 ■ 276-988-2309 ■ FAX 276-988-2723

Commercial Roofing Contract Agreement

To: _Tazewell County Public Schools_

Address: _506 Jeffersonville Street_

Tazewell, VA 24651   Date: _8/12/2022_

We propose to:

RE: Graham High School Old Gym

1. Remove ballast stone from roof to prepare for new roof system. Remove existing EPDM membrane, wall flashing and curb flashing materials. Clean up and dispose of all debris.

2. Install approximately 330 l.f. of treated wood blocking at concrete wall caps. Pre-drill and attach blocking using ¼" concrete drive fasteners.

3. Install, 8,000 s.f. of Firestone 1" polyisocyanurate roof insulation loose laid as required for ballasted roof system.

4. Install 9,450 s.f. of Firestone Rubbergard .060 EPDM rubber roofing material using the ballasted method of installation. New roof material shall cover all perimeter walls, curbs and roof penetrations as needed to provide a watertight system. All detail work will be performed in accordance with manufacturer's specifications.

5. Re-install ballast stone.

6. Fabricate and install new pre-finished 24-gauge steel gravel stop fascia in color of _____ (customer's choice).

6. Issue manufacturer's 15-year labor and material warranty upon completion of project.

<u>NOTE:</u> This bid complies with the Davis Bacon wage scale determination for Tazewell County.

We hereby propose to furnish labor and materials - complete in accordance with the above specifications, for the sum of:
Seventy-eight thousand six hundred dollars ($ _78,600.00_) with payment to be made as follows: _50% due at job start. Balance due upon completion of work._

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control.

NOTE: The contract will be withdrawn by us if not accepted within 30 days.   Authorized by _John Boutin /JB_

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be make as outlined above.

Accepted: Date _____   Signature _____

(Customer Signs Here)

AAR

OF NORTH CAROLINA, INC.
655 Peddycord Rd. KERNERSVILLE, NC

KERNERSVILLE, NC ❖

Ph. 336-727-4534
Fax 336-727-4540

Proposal

FILE NAME: Graham High School – Old Gym Roof

Submitted To:	Tazewell County Public Schools	Date:	Thursday, August 11, 2022
Attention:	Ms. Jessica Cox		
Phone:		Mobile:	Email:
Addendums Viewed:	None		Revised: N/A

We will remove existing stone ballast (by area), then remove existing roofing membrane, wall flashing and curb flashing in preparation for new roof system.

New system:
Section: Rough Carpentry
- Install treated wood nailer at concrete wall caps

Section: Roof insulation
- Install 1.0" Polyisocyanurate roof insulation loose laid over the existing insulation

Section: EPDM Membrane
- Install 60 mil EPDM single ply membrane loose laid over the new insulation
- Flash walls, roof drains and curbs
- Reinstall the existing ballast

Section: Sheet metal flashing
- Install new 24 gauge prefinished steel gravel stop

Section: Roofing Specialties
- Furnish AAR 2 year workmanship warranty
- Furnish membrane manufacturer 15 year total system warranty

Notes & Exclusions
- Exclude: Blocking & sheathing, Deck repairs, Interior protection, Off-peak working hours, Drain and pipe repairs (if needed)1976

We Propose hereby to furnish material and labor - complete in accordance with above specifications, for the sum of:

Ninety-Nine thousand, One hundred, Fifty-Five and 00/100 DOLLARS

Base scope of work proposed value: $ 99,155.00

x _Bradley Kordek_

Rhonda Sigmon
Notary Public
Guilford County, NC

exp. 9-2-23

Authorized Signature: _Randy Faust_   8/11/22

AAR OF NORTH CAROLINA, INC.
Randy Faust, Estimator / Project Manager
336-727-4534 office | 336-340-5164 mobile
This proposal may be withdrawn if not accepted within 30 days.

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **Approval of the Appalachian Umpires Association (AUA) Agreement for the 2022-2023 Baseball/Softball Season**

ENCLOSURE: Agreement between the Appalachian Umpires Association and the Tazewell County School System

SUMMARY: Mr. McGee will ask for approval of the Appalachian Umpires Association Agreement for the 2022-2023 baseball and softball season.

RECOMMENDATION: That the Tazewell County School Board approve the Appalachian Umpires Association Agreement for the 2022-2023 baseball and softball season.

AUA

Tim D. Salyer
9140 Wagner Road
Bristol, VA. 24202
423-340-1324
rossct@bvu.net

7-Jun-22

Superintendent :   Dr. Christopher Stacy

Enclosed you will find the Appalachian Umpires Association (AUA) contract for the year 2022-2023 baseball/softball season.

At your convenience would you review and sign the enclosed contract. It is important that we get this information out to the school as soon as possible. Once you have signed please return it to the address listed above. We will distribute signed contracts to the School Principals once we receive them.

If you have and questions regarding the contract, please feel free to contact me at any of the resources listed above. Thanks you for your time and thank you for what you do for our students.

Sincerely,

Tim D. Salyer
Commissioner/Assignor Appalachian Umpire Association (AUA)

Agreement between the Appalachian Umpires Association and the Tazewell County School System

Parties: The Parties to this agreement are the Appalachian Umpires Association (AUA) and the Tazewell County School System, which include the following schools:

Graham High School   Richland High School   Tazewell High School

Recitals

WHEREAS, the Parties each have unique roles and responsibilities with regard to the conduct of high school athletic contests, and

WHEREAS, the Parties desire to provide for the consistent administration of athletic contest as set forth by the Virginia High School League and the National Federation of High Schools

Now, therefore, in consideration of the mutual covenants and promises contained herein the Parties, intending to be legally bound, hereby agree as follows:

1. **Term of Agreement:** This Agreement shall be in effect from July 1, 2022 to June 30, 2023. Any part of this Agreement may be modified, and upon mutual agreement, in writing, by the Appalachian Umpires Association (AUA) and the above school district.

2. **Service Area:** The services provided by the AUA, includes all Junior Varsity and Varsity sports which are provided at the above schools, unless, otherwise noted within this Agreement. Only AUA/VHSL registered officials are eligible to officiate scheduled contests. School representatives do not have the authority to solicit officials directly for contest. All assignments must be made by and through the AUA Assignor. Schools are asked to work with the Assignor, in regard to the use of newer officials for sub-varsity contest. The AUA feels that this can be an excellent training tool for these newer officials, which in turn can help fill the needs of the association in the future.

3. **Officials Qualifications**   Officials must be registered with the Virginia High School League for the sport of baseball and/or Softball and must be a member of the AUA as defined in the AUA By-Laws.

4. **Necessary Information:** The attachments collectively (Exhibit A) list information pertinent:
    a. Assignors Contact Information and Assigning Fee
    b. Date that schedule must be submitted to that assignor
    c. Number of officials assigned to the contest
    d. Type of contest(s) and the required payment

5. **Exempting Officials:** Each school, can request not to have one (1) particular official officiate any of their contests in that particular sport. This may include home and/or away contests. To exempt an official, the school must send a letter to the Assignor, signed by the principal of the school. This letter should be on a school letterhead and should specifically name the official, and the school year for the requested exemption and a brief description of the reason for the sport of baseball and or softball. Exemptions will be honored for regular season. Exemptions must be submitted by 02/1/202.

6. **Payment of Service:** Payment of the said services shall be made in a timely manner which should not exceed 45 days.

7. **Cancellation/Postponements:** If for any reason a school needs to postpone a contest they must notify the Assignor as soon as possible. If the cancellation is made the day of contest, the school(s) are required to make a reasonable effort to contact each game official via by text, by phone and by email. In the event an official has not been notified and arrives at the school after the contest has been canceled or postponed the official is entitled to half a game fee.

8. **No Show Penalty:** If a confirmed contest cannot be played due to the lack of assigned officials not showing up due to the failure AUA Assignor, the school can petition the AUA Board to consider a monetary penalty of all game fees related to the contest in question. A representative of the school system should attend an AUA Board meeting and are to provide the board with an itemized list of alleged damages that were dispersed due to the failure of an official to appear at a contest.

9 **Individual School responsibilities:**
   i. Provide the names, email addresses and telephone numbers (including cell phone numbers) of the Athletic Administrator (Athletic Director) to the Assignor for softball and baseball. All this information is on the Arbiter website, but will need to be verified by each school.
   ii. Provide schedules as set forth in this agreement. The due dates are provided in the **"Necessary Information:" (Exhibit A)** of this agreement.
   iii. Provide schedule changes in writing specifically showing the schedule change (not just another complete schedule), after confirming availability of officials with the Assignor. The AUA assignor requests that each Athletic Director daily confirm that the upcoming games are on the arbiter schedule and assigned, for your school.
   iv. **The Athletic Administrator (or designee) will meet the officials upon arrival at the site, and be available throughout the contest.** Contest Management should <u>not</u> be an individual who has a coaching responsibilities for the contest.

v. Athletic Administrator (or designee) should have a security plan in place that will maintain a safe environment before, during and after any contest.

vi. Provide adequate dressing facilities

Association/AUA Board

i. Provide schools with the names, email addresses and telephone numbers (including cell phone numbers) of all officials and an up-to-date list of AUA board members. All this information is on the Arbiter website.

ii. Confirm coverage of contest through the appropriate software (Arbiter)

iii. Adhere to all conditions as set forth and outlined by the AUA Board and the VHSL.

10 General Provisions

a. Any other matter not covered in this agreement should be attempted to be resolved by the AUA Board and a School Representative. In any event, the remainder of this agreement shall remain in effect.

b. Nothing in this agreement shall interfere with the independent judgement and discretion of officials assigned to any given contest.

Signatures

_____   _____
Superintendent of Schools or Designee   Date

_____   _____
President of the Appalachian Umpires Association   Date

Appalachian Umpires Association
Contract for Athletic Contest
for
2022-2023
Sport of <u>Baseball/Softball</u>

Tim Salyer
9140 Wagner Road
Bristol, VA 24202
rossct@bvu.net

Due Date for Schedule: January 15, 2023

Commissioner Fee $180 (Varsity BB $60, Varsity SB $60, JV BB/SB $60)

Pay for Scrimmage: $120 (paid to Umpires working for a maximum of 2 hours)

Number of Umpires for any Regular Season/District	2
Pay per Umpire for one scheduled Game	$80
Pay per Umpire for 2 scheduled Games	$120
(This may include JV/Varsity, Varsity/Varsity, etc.)	
(Note: Games Fees should not be prorated due to darkness or run rule)	
Pay per Umpire for 3 scheduled Games	$160

Number of Umpires for Regional Softball Games	3
Number of Umpires for Regional Baseball Games	4
Pay per Umpire for Regional Games	$85

(Post-Season Regional Games involving 4 different teams will require a crew for each contest.)

Game fees for the State Quarter finals, Semi-finals, and Finals will be arranged through the VHSL.

The shortage of Umpires has necessitated games to be moved to another date. The AUA is working to increase the number of available Umpires. I am required to assign 2 Umpires to a Varsity game. For busy nights, I may assign 1 official for sub-varsity contests and the pay will be 1.5 the above pay schedule

Initials of Superintendent/Designee_____

AUA Chairperson_____

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **School Health Services Update**

ENCLOSURE: NA

SUMMARY: Mrs. Singleton will share updates from the Health
Services Department.

RECOMMENDATION: NA

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **School Nutrition Department Update**

ENCLOSURE: NA

SUMMARY: Mr. Jessee will share updates from the School Nutrition
Department.

RECOMMENDATION: NA

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **Update of School PA Systems and School Bus Radios**

ENCLOSURE: NA

SUMMARY: Mrs. Hurley will give Board members an update on the school PA systems and the school bus radios.

RECOMMENDATION: NA

506 Jeffersonville Street
Tazewell, VA 24651-5396
Phone (276) 988-5511
Fax (276) 988-1976
www.tcpsva.org

Rigor • Relevance • Relationships

TAZEWELL
County Public Schools

Christopher B. Stacy, Ed.D., Division Superintendent

September 12, 2022

SUBJECT: **Superintendent's Update**

ENCLOSURE: NA

SUMMARY: Dr. Stacy will share various school division updates
                                          with Board members.

RECOMMENDATION: NA