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6000 SERIES—ADMINISTRATION

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The administrative staff's primary functions are to manage the District and to facilitate the implementation of a quality educational program. It is goal of the Board that the administrative organization:

1. provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the Board;
2. provide effective and responsive communication with staff, students, parents and other citizens; and
3. foster staff initiative and rapport.

The District's administrative organization shall be designed so that all divisions and departments of the District are part of a single system guided by Board policies, which are implemented through the Superintendent. Principals and other administrators are expected to administer their facilities in accordance with Board policy and the Superintendent's rules and procedures.



Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

Duties and Authorities

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools, in accordance with Board policies and directives and State and federal law. The Superintendent is hereby granted authority to act on behalf of the Board and the District in all administrative matters with the exception of those matters specifically reserved for the Board in law or rule for which there lawfully cannot be any delegation by the Board. The Superintendent is also authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities. When a written procedure is developed, the Superintendent or designee shall submit it to the Board as an information item. Delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action which was delegated.

The Board hereby delegates authority to the Superintendent to declare positions vacant should an employee willfully refuse to acknowledge receipt of an employment contract or the employment contract is not signed and returned to the Board in the designated period of time.

Qualifications and Appointment

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent shall have a valid superintendent's endorsement.

When the office of the Superintendent becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

Evaluation

The Board will conduct a written formal evaluation, at least annually, of the performance of the Superintendent using standards and objectives developed by the Superintendent and the Board which are consistent with the District's mission and goal statements. The Board shall include progress towards the targets for student outcomes found in the Annual Strategic Plan in the evaluation by using relevant data to measure growth.

A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement, if necessary. A portion of the evaluation must include multiple objective measures of student growth in achievement as defined in Section 33-1001, Idaho Code.

Compensation and Benefits

The Board and the Superintendent shall enter into a contract approved by the State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the Superintendent.



Cross Reference: 1315 Strategic Planning

Legal Reference: I.C. § 33-320 Strategic Planning and Training
I.C. § 33-513 Professional Personnel
I.C. § 33-10 Definitions
IDAPA 08.02.02.120 Local District Evaluation Policy
Hancock v. Idaho Falls School District No. 91, No. CV-04-537-E-BLW,
2006 U.S. Dist. Ct. LEXIS 52243

Policy History

ADOPTED: 12/9/13

ISBA

REVISED: 8/11/14

6/13/16

1/8/18

The Board shall:

Select the Superintendent and delegate to him/her all necessary administrative powers

Adopt policies for the operations of the school system and review administrative procedures.

Formulate a statement of goals reflecting the philosophy of the District.

Adopt annual objectives for improvement of the District.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.

Authorize the allocation of certificated and classified staff.

Approve contracts for construction, remodeling, or major maintenance.

Approve payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

The Superintendent shall:

Serve as chief executive officer of the District.

Recommend policies or policy changes to the Board and develop procedures that implement Board policy.

Provide leadership in the development, operation, supervision and evaluation of the educational program.

Recommend annual objectives for improvement of the District.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the approval of the Board.

Recommend contracts for major construction, remodeling or maintenance.

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and facilities needs.

The Board shall:

Approve collective bargaining agreements.

Assure that appropriate criteria and processes for evaluating staff are in place.

Appoint citizens and staff to serve on special Board committees, if necessary.

Conduct regular and special meetings.

Serve as final arbitrator for staff, citizens and students.

Promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent.

Authorize the ongoing professional enrichment of its administrative leader as feasible.

Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.

The Superintendent shall:

Supervise negotiation of collective bargaining agreements.

Establish criteria and processes for evaluating staff.

Recommend formation of ad hoc citizens' committees.

As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.

Inform the Board of appeals and implement any such forthcoming Board decisions.

Respond and take action on all criticism, complaints, and suggestions as appropriate.

Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.

Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

*** A copy of the Superintendent's evaluation may be included.**



Procedure History

ADOPTED: 8/11/14

ISBA

REVISED:

The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances. Unless otherwise approved by the Superintendent, or (in the case of a Superintendent’s relationship), by the Board, no supervisory status shall exist when the supervisor and subordinate maintain a romantic relationship.

The organization of District positions of employment for purposes of supervision, services, leadership, administration of Board policy, and all other operational tasks shall be on a “line and staff” basis. District personnel occupying these positions of employment shall carry out their duties and responsibilities based on line and staff organization.



Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 7/9/2018

Duty and Authority

As authorized by the Superintendent, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff are governed by the policies of the District and are responsible for implementing the administrative procedures that relate to their assigned responsibilities.

Each administrator's duties and responsibilities shall be listed in the job description for that position.

Qualifications

All administrative personnel shall have a valid certificate and appropriate endorsements issued by the State Board of Education, and other qualifications as specified in the position's job description.

Administrative Work Year

The administrators' work year shall be the same as the District's fiscal year, unless otherwise stated in the employment agreement. In addition to legal holidays, the administrators shall have vacation periods as approved by the Superintendent.

Compensation and Benefits

All administrators shall be placed on a written contract approved by the State Superintendent of Public Instruction.



Cross Reference: 5205 Job Descriptions

Legal Reference: I.C. § 33-513 Professional personnel

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/13/16

Time taken from the regularly assigned work schedule for such paid activities as consulting, college teaching, lecturing, etc., shall be subject to prior approval by the Superintendent.

The amount of time lost to the District will be, but is not restricted to be, deducted from vacation time; granted as additional personal leave as specified by Board policy; or that time prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

Time taken from the regularly assigned work schedule for non-paid activities shall follow the format established above.



Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. For building-based school administrators such evaluation may include a section for input received from parents or guardians and/or staff. Parental or guardian input forms may be made available on the main District webpage. The Board shall determine the manner and weight of parental input on the evaluation if it is included.

At least thirty-three percent (33%) of the evaluation will be based on multiple, objective measures of growth in student achievement as determined by the Board and based upon research. The measures will include, but are not limited to, state and local assessments.

The Superintendent shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the District. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to the evaluation within seven (7) days following the conference.



Cross Reference: 6300 Duties and Qualifications of Administrative Staff Other Than Superintendent

Legal Reference: I.C. § 33-513 Professional Employees
I.C. § 33-518 Employee Personnel Files

Policy History

ADOPTED: 12/9/13

ISBA

REVISED: 8/11/14

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the needs of the District. Each year the Superintendent should develop an administrative in-service program based upon the needs of the District, as well as the needs of individual administrators.

Administrative staff are encouraged to be members of and participate in professional associations, which have as their purposes the upgrading of school administration and the continued improvement of education in general.



Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

School administrators are the chief administrators of their assigned schools. The primary responsibility of school administrators is to supervise the operation and management of their assigned schools. They shall be under the direct supervision of the Superintendent or designee. The majority of the school administrators' time shall be spent on curriculum and staff development through formal and informal activities establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. School administrators are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community.

Evaluation of School Administrators

Each school administrator shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. Each school administrator evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the *Charlotte Danielson Framework for Teaching Second Edition*.

The process of developing criteria and procedures for principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

Evaluation Objectives

The District's School Administrator Evaluation Program is designed to:

1. Maintain or improve each school administrator's job satisfaction and morale by letting him or her know that the Superintendent is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning each school administrator's further training and professional development;
3. Assure considered opinion of a school administrator's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each school administrator's capabilities;

6. Provide an opportunity for each school administrator to discuss job problems and interests with the Superintendent/Director; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Superintendent/Director shall have the responsibility for administering and monitoring the District's School Administrator Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for school administrators in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluations;
2. Creating a plan for ongoing review of the District's School Administrator Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
3. Creating a procedure for remediation for school administrators that receive evaluations indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how school administrator evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of school administrators including:
 - A. Unsatisfactory being equal to a rating of 1;
 - B. Basic being equal to a rating of 2; and
 - C. Proficient being equal to a rating of 3.

A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum rankings at the discretion of the Board; and

5. Completing school administrator evaluations annually, ensuring proper safeguards, and filing completed evaluations.

The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Written Evaluation

A written summative evaluation will be completed for each school administrator by the Superintendent/the appropriate Director no later than June 1st for each annual contract year of employment. A copy will be given to the school administrator. The original will be retained in the official personnel file. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Superintendent/the Director, and the school administrator as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Evaluation Measures and Criteria

Professional Practice: School administrators must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective Principals.

Domain 1: School Climate: The school administrator promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The school administrator articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The school administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. **Communication:** The school administrator is proactive in communicating the vision and goals of the school or District, the plans for the future, and the successes and challenges to all stakeholders; and
3. **Advocacy:** The school administrator advocates for education, the District and school, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The school administrator uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The school administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;

2. **Priority Management:** The school administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
3. **Transparency:** The school administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions;
4. **Leadership Renewal:** The school administrator strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and
5. **Accountability:** The school administrator establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The school administrator promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The school administrator provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The school administrator seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The school administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The school administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The school administrator has proof of proficiency in assessing teacher performance based upon the *Charlotte Danielson Framework for Teaching Second Edition* and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. **Evaluation:** The school administrator uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention:** The school administrator recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;
2. Input received from students;
3. Input received from teachers; and/or

4. Portfolios.

The District has chosen #3 above, “input received from teachers,” as one of its measures to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

Student Achievement: Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year’s data and may use one or both years of data. Growth in student achievement may be considered as an optional measure for all other school-based and District-based administrators, as determined by the Board.

Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned the responsibility of evaluating school administrators shall have received training in administrator evaluations based on the statewide framework for evaluations.

Communicating Evaluation Results

Each evaluation shall include a meeting with the Superintendent/Director, and school administrator wherein the Superintendent/Director will:

1. Discuss the evaluation with the school administrator, emphasizing strong and weak points in job performance. Commend the school administrator for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Discuss possible goals for the school administrator to reach before the next performance evaluation.
2. Allow the school administrator to make any written comments he or she desires. Inform the school administrator that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the school administrator sign the evaluation indicating that he or she has been given a copy.

Rebuttal/Appeal

Within seven days from the date of the evaluation meeting with the Superintendent/Director, the school administrator may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the school administrator disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Superintendent/Director within seven days, the Superintendent/Director shall provide the school administrator with a written response within ten working days either amending the evaluation as requested by the school administrator or stating the reason(s) why the Superintendent/Director will not be amending the evaluation as requested. If the Superintendent/Director chooses to amend the evaluation as requested by the school administrator then the amended copy of the evaluation will be provided to, and signed by, the school administrator and retained in the school administrator's official personnel file.

If the Superintendent/Director chooses not to amend the evaluation as requested by the school administrator then the evaluation along with the written rebuttal/appeal, and the Superintendent's/Director's response, if any, will be retained in the school administrator's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation not to renew a school administrator's contract the District will comply with the requirements and procedures established by State law.

Records

Permanent records of each school administrator evaluation will be maintained in the school administrator's official personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the rankings of individual principal evaluations annually to the State Department of Education.



Legal Reference: I.C. § 33-513 Professional Personnel
I.C. § 33-518 Employee Personnel Files
.C. § 33-1001 Definitions
08.02.02.121 Local District Evaluation Policy – School Principal

Policy History

ADOPTED: 2/10/14
ISBA

REVISED: 8/11/14
6/13/16
1/9/17
1/8/18

The Board may reassign an administrative Certified Professional Employee (CPE) to a non-administrative position with or without an appropriate reduction in salary.

If the Board determines to reassign an administrative CPE, the Board shall provide the CPE with a written notice of the reassignment containing a statement of the reasons for such action not less than fifteen (15) days prior to the effective date of the reassignment.

The administrative CPE may within five (5) days after receipt of said notice request, in writing, an informal review before the Board. The Board shall hold the informal review no more than thirty (30) days after receipt of such request and shall inform the CPE, in writing, of the date, time and place of the informal review.

The procedure for the Informal Review will be as follows:

1. The Informal Review will be held in executive session;
2. The Board, or its appointed Hearing Officer, will preside over the Informal Review;
3. The Informal Review shall be orderly;
4. The purposes of the Informal Review are to provide the CPE an opportunity to address the Board informally and to present to the Board the reasons why the CPE should not be reassigned to a non-administrative position and for the Board to deliberate and reevaluate its previous decision;
5. The CPE may be represented by legal counsel;
6. The CPE may have other persons address the Board on the CPE's behalf and/or submit documentation for the Board's review;
7. The Administrative staff may, but is not required to, present witnesses, submit documentation and/or may rebut statements during the Informal Review;
8. The Board or the Administrative staff may question the CPE about matters relating to the reassignment.
9. Within fifteen (15) days following the Informal Review, the Board shall notify the CPE in writing of its final decision in the matter.



Policy History

ADOPTED: 7/13/99

TFSD

REVISED: 6/10/13
8/11/14

The Twin Falls School District Board of Trustees recognizes the contributions generated by professional and competent administrative staff to the overall quality of the District's education system. The Board therefore extends to administrative staff fringe benefits that are awarded to professional certified staff through the professional negotiation practices of the District; e.g. insurance benefits, personal leave, retirement incentives, and accumulated sick leave.



Policy History

ADOPTED: 12/08/08

TFSD

REVISED: 8/11/14

In light of the integral role that school districts play in protecting the health and safety of the District's employees, students, and their families, and the resource that school facilities may provide in the community, the Board of Trustees adopts this policy regarding readiness and response to emergency situations in the local community, such as an influenza pandemic.

The Superintendent will appoint a designee(s) to act as the liaison with the local district health department relative to state and regional planning to provide for the health and safety of the citizenry in times of a health emergency. As determined appropriate, District personnel will participate in necessary training as made available by state and regional agencies.

In addition, the Superintendent or designee will develop and implement an emergency plan to address the continued operation of the District, including, but not limited to, the following:

1. Continuity of educational programs;
2. Alternative means for continuing educational programs, in the event of school closure;
3. Continuity of extracurricular programs;
4. Continuity of essential operations, such as payroll;
5. Effective communications with students, parents, and employees, ensuring language, culture, and reading level appropriateness in communications;
6. Effective infection prevention procedures to help limit the spread of disease;
7. Use of District facilities by state and regional agencies; and
8. Reporting absenteeism to the local district health department.



Legal Reference:

<http://www.pandemicflu.gov/plan/schoolchecklist.html>

Idaho Pandemic Influenza Response (Idaho Dept. of Health & Welfare, March 2006)

Policy History

ADOPTED: 12/08/08

EMT

REVISED: 08/11/14