

ADMINISTRATION

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ROLE OF SCHOOL DISTRICT ADMINISTRATION

In this series of the board policy manual, the board defines the role and the employment of school district administrators. Policies in the 400 Series, "Employees," also apply to administrators unless a more specific policy exists in the 300 Series, "Administration."

School district administrators have been given a great opportunity and responsibility to manage the school district, to provide educational leadership, and to implement the educational philosophy of the school district. They are responsible for the day-to-day operations of the school district. In carrying out these operations, the administrators are guided by board policies, the law, the needs of the students, and the wishes of the citizens in the school district community.

It is the responsibility of the administrators to implement and enforce the policies of the board, to oversee employees, to monitor educational issues confronting the school district, and to inform the board about school district operations.

While the board holds the superintendent ultimately responsible for these duties, the principals are more directly responsible for educational results, for the administration of the school facilities and for the employees.

The board and the administration will work together to share information and decisions under the management team concept.

Approved Dec. 15, 1997

Reviewed March 9, 2020

Revised _____

MANAGEMENT

The board and the administrators will work together in making decisions and setting goals for the school district. This effort is designed to obtain, share, and use information to solve problems, make decisions, and formulate school district policies and regulations.

It is the responsibility of each administrator to fully participate in the management of the school district by investigating, analyzing, and expressing their views on issues. Those board members or administrators with special expertise or knowledge of an issue may be called upon to provide information. Each board member and administrator will support the decisions reached on the issues confronting the school district.

The board is responsible for making the final decision in matters pertaining to the school district.

It is the responsibility of the superintendent to develop guidelines for cooperative decision-making.

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 301 Administrative Structure

Approved Dec. 15, 2006 Reviewed March 9, 2020 Revised Jan. 16, 2006

SUPERINTENDENT QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board will employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the school district, and to implement board policy with the power and duties prescribed by the board and the law.

The board will consider applicants that meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board will also consider the school district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the board.

The board may contract for assistance in the search for a superintendent.

Legal Reference: 29 U.S.C. §§ 621-634 (1994).
 42 U.S.C. §§ 2000e *et seq.* (1994).
 Iowa Code §§ 21.5(1)(i); 35C; 216; 279.8, .20 (2007).
 281 I.A.C. 12.4(4).
 1980 Op. Att'y Gen. 367.

Cross Reference: 200.2 Powers of the Board of Directors
 200.3 Responsibilities of the Board of Directors
 301 Administrative Structure
 302 Superintendent

Approved Dec. 15, 1997

Reviewed March 9, 2020

Revised Dec. 17, 2007

SUPERINTENDENT CONTRACT AND CONTRACT NONRENEWAL

The length of the contract for employment between the superintendent and the board is determined by the board. The contract will begin on July 1 and end on June 30. The contract will state the terms of employment and shall not exceed three years.

The first three consecutive years of a contract issued to a newly employed superintendent is considered a probationary period. The probationary period may be extended for an additional year upon the consent of the superintendent. In the event of termination of a probationary or nonprobationary contract, the board will afford the superintendent appropriate due process, as required by law. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

It is the responsibility of the board to provide the contract for the superintendent. The board may issue a temporary and nonrenewable contract in accordance with law.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with applicable law and board policies.

NOTE: May 15 is the date established by Iowa law for notice of board action to consider termination of an administrator's contract. The board may select an earlier date but not a later date.

Legal Reference: *Martin v. Waterloo Community School District*, 518 N.W. 2d 381 (Iowa 1994).
 Cook v Plainfield Community School District, 301 N.W.2d 771 (Iowa App. 1980).
 Board of Education of Fort Madison Community School District v. Youel, 282 N.W.2d 677 (Iowa 1979).
 Briggs v Board of Directors of Hinton Community School District, 282 N.W.2d 740 (Iowa 1979).
 Luse v. Waco Community School District of Henry Co., 258 Iowa 1087, 141 N.W.2d 607 (1966).
 Iowa Code § 279.
 281 I.A.C. 12.4.

Cross Reference: 302 Superintendent

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised August 21, 2017

SUPERINTENDENT SALARY AND OTHER COMPENSATION

The board has complete discretion to set the salary of the superintendent. It is the responsibility of the board to set the salary and benefits of the superintendent at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the superintendent. The salary is set at the beginning of each contract term.

In addition to the salary and benefits, the superintendent's actual and necessary expenses are paid by the school district when the superintendent is performing work-related duties. It is within the discretion of the board to pay dues to professional organizations for the superintendent.

The board may approve the payment of dues and other benefits or compensation over and above the superintendent's contract. Approval of dues and other benefits or compensation will be included in the records of the board in accordance with board policy.

Legal Reference: Iowa Code §§ 279.8, .20 (2005).
1984 Op. Att'y Gen. 47.

Cross Reference: 302 Superintendent

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised _____

SUPERINTENDENT DUTIES

The board employs a superintendent of schools to serve as the chief executive officer of the board. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the school district, unless specifically stated otherwise.

The superintendent is responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent is responsible for overall supervision and discipline of employees and the education program.

In executing the above-stated duties, the superintendent will consider the financial situation of the school district as well as the needs of the students. Specifically, the superintendent:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent has been excused, and makes recommendations affecting the school district;
- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;
- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with board policies;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;

SUPERINTENDENT DUTIES

- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Responsible for scheduling the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;
- Performs other duties as may be assigned by the board.
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board; and
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects.

This list of duties will not act to limit the board's authority and responsibility over the superintendent. In executing these duties and others the board may delegate, the superintendent will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .20, 23A (2005).
281 I.A.C. 12.4(4).

Cross Reference: 209 Board of Directors' Management Procedures
301 Administrative Structure
302 Superintendent

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006

SUPERINTENDENT EVALUATION

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. At a minimum, the board will formally evaluate the superintendent on an annual basis. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent.

The superintendent will be an educational leader who 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.
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
- Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- Acting with integrity, fairness and in an ethical manner.
- Understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context.

The formal evaluation will be based upon the following principles:

- The evaluation criteria will be in writing, clearly stated and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description and the school district's goals;
- At a minimum, the evaluation process will be conducted annually at a time agreed upon;
- Each board member will have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the entire board;
- The superintendent will conduct a self-evaluation prior to discussing the board's evaluation, and the board as a whole will discuss its evaluation with the superintendent;
- The board may discuss its evaluation of the superintendent in closed session upon a request from the superintendent and if the board determines its discussion in open session will needlessly and irreparably injure the superintendent's reputation; and,
- The individual evaluation by each board member, if individual board members so desire, will not be reviewed by the superintendent. Board members are encouraged to communicate their criticisms and concerns to the superintendent in the closed session. The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities and competence.

SUPERINTENDENT EVALUATION

Legal Reference: Wedergren v. Board of Directors, 307 N.W.2d 12 (Iowa 1981).
Iowa Code §§ 279.8, .20, .23, .23A (2007).
281 I.A.C. Ch 83; 12.3(4).

Cross Reference: 212 Closed Sessions
302 Superintendent

Approved Dec. 17, 1997

Reviewed March 9, 2020

Revised June 15, 2009

Superintendent Evaluation Instrument

PART I Job Responsibilities

Superintendent: _____ School Year: _____

STANDARD #1: A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Leadership for the district vision, mission, and goals).

(Each fall/summer, board/superintendent should review, update, and insert performance indicators below for the upcoming school year)

Performance Indicators (Insert Performance Indicators below)

Supporting Evidence/Comments (why this rating was chosen):	Summary Rating (circle one)
	<p>Satisfactory</p> <p>Unsatisfactory</p>

STANDARD #2: A superintendent is an educational leader who 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 (Leadership for improving teaching & learning).

(Each fall/summer, board/superintendent should review, update, and insert performance indicators below for the upcoming school year)

Performance Indicators (Insert Performance Indicators below)

Supporting Evidence/Comments (why this rating was chosen):	Summary Rating (circle one)
	<p>Satisfactory</p> <p>Unsatisfactory</p>

STANDARD #3: A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (Management: facilities, finances/budget, and operations).

(Each fall/summer, board/superintendent should review, update, and insert performance indicators below for the upcoming school year)

Performance Indicators (Insert Performance Indicators below)

Supporting Evidence/Comments (why this rating was chosen):	Summary Rating (circle one)
	Satisfactory Unsatisfactory

STANDARD #4: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (Collaborating with families & the community to provide better opportunities for kids).

(Each fall/summer, board/superintendent should review, update, and insert performance indicators below for the upcoming school year)

Performance Indicators (Insert Performance Indicators below)

Supporting Evidence/Comments (why this rating was chosen):	Summary Rating (circle one)
	Satisfactory Unsatisfactory

STANDARD #5: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

(Each fall/summer, board/superintendent should review, update, and insert performance indicators below for the upcoming school year)

Performance Indicators (Insert Performance Indicators below)

	Summary Rating (circle one)
	Satisfactory Unsatisfactory

STANDARD #6: A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Advocacy for district: 1. with the community, 2. with legislators).

(Each fall/summer, board/superintendent should review, update, and insert performance indicators below for the upcoming school year)

Performance Indicators (Insert Performance Indicators below)

Supporting Evidence/Comments (why this rating was chosen):	Summary Rating (circle one)
	Satisfactory Unsatisfactory

Part II - End of Year Review of Superintendent Goal Attainment (goals established by the board and superintendent the previous summer/fall)

Year-end review will require the board to provide supporting evidence for its goal attainment ranking. Ongoing progress reports by the superintendent and discussion with the board during the year will assist board in evaluating goal attainment.

<p>Goal 1: (Insert Goals)</p> <p>Supporting Evidence/Comments about Goal Attainment (why this rating was chosen):</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Goal Attainment Rating <i>Circle Appropriate Response:</i></p> <p>Satisfactory</p> <p>Unsatisfactory</p>
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<p>Goal 2: (Insert Goals)</p> <p>Supporting Evidence/Comments about Goal Attainment (why this rating was chosen):</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Goal Attainment Rating</p> <p>Satisfactory</p> <p>Unsatisfactory</p>
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<p>Goal 3: (Insert Goals)</p> <p>Supporting Evidence/Comments about Goal Attainment (why this rating was chosen):</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Goal Attainment Rating</p> <p>Satisfactory</p> <p>Unsatisfactory</p>
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<p>Goal 4: (Insert Goals)</p> <p>Supporting Evidence/Comments about Goal Attainment (why this rating was chosen):</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Goal Attainment Rating</p> <p>Satisfactory</p> <p>Unsatisfactory</p>
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PART III Overall Summary

Significant Achievements:

Areas for Growth:

Superintendent Comments:

Board Comments:

Superintendent's Signature: _____ Date _____

Board President's Signature _____ Date _____

Evaluation Period: 20__ to 20__

SUPERINTENDENT PROFESSIONAL DEVELOPMENT

The board encourages the superintendent to continue professional growth by being involved in professional organizations, attending conferences, continuing education, and participating in other professional activities.

It is the responsibility of the superintendent to arrange the superintendent's schedule in order to enable attendance at various conferences and events. If a conference or event requires the superintendent to be absent from the office for more than three days, requires overnight travel, or involves unusual expense, the superintendent will bring it to the attention of the board president prior to attending the event.

The superintendent may report to the board after an event.

Legal Reference: Iowa Code § 279.8 (2005).
281 I.A.C. 12.7.

Cross Reference: 303.7 Administrator Professional Development
401.7 Employee Travel Compensation

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006

SUPERINTENDENT CIVIC ACTIVITIES

The board encourages the superintendent to be involved in the school district community by belonging to school district community organizations and attending and participating in school district community activities.

It is the responsibility of the superintendent to become involved in school district community activities and events. It is within the discretion of the board to pay annual fees for professional organizations and activities.

NOTE: School districts can only expend funds for public purpose. School districts that pay the annual fee or dues for civic activities should document why the expense is a legitimate expenditure and need to have this policy. School district not paying these fees or dues, don't need the policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 302.3 Superintendent Salary and Other Compensation
303.8 Administrator Civic Activities

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised March 9, 2020

SUPERINTENDENT CONSULTING/OUTSIDE EMPLOYMENT

The superintendent is considered a full-time employee. The board expects the superintendent to give the responsibilities of the position precedence over other employment. The superintendent may accept consulting or outside employment for pay as long as, in the judgment of the board, the work is conducted on the superintendent's personal time and it does not interfere with the performance of the superintendent's duties.

The board reserves the right, however, to request that the superintendent cease the outside employment as a condition of continued employment. The board will give the superintendent thirty days notice to cease outside employment.

Legal Reference: Iowa Code §§ 279.8, .20 (2005).

Cross Reference: 302.2 Superintendent Contract and Contract Nonrenewal
302.4 Superintendent Duties

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006

ADMINISTRATIVE POSITIONS

The school district will have, in addition to the superintendent, the following administrative positions: two elementary principals, one middle school principal, one high school principal, and one high school dean of students/assistant principal. These administrators will work closely with the superintendent in the day-to-day operations of the school district.

It is the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with employees, and to share their expertise with each other and the board under the management team concept.

Legal Reference: Iowa Code §§ 279.8, .20, .21, .23-.24 (2005).
281 I.A.C. 12.4.

Cross Reference: 301 Administrative Structure
303 Administrative Employees

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised July 21, 2014

ADMINISTRATOR QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board will employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the school district.

The board will consider applicants who meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the position. In employing an administrator, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the board will also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It is the responsibility of the superintendent to make a recommendation to the board for filling an administrative position, based on the requirements stated in this policy. The board will act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators.

Legal Reference: Iowa Code §§ 279.8, .21 (2007).
281 I.A.C. 12.4.
1980 Op. Att'y Gen. 367.

Cross Reference: 303 Administrative Employees

Approved Dec. 15, 1997

Reviewed March 9, 2020

Revised Dec. 17, 2007

ADMINISTRATOR CONTRACT AND CONTRACT NONRENEWAL

The length of the contract for employment between an administrator and the board will be determined by the board and stated in the contract. The contract will also state the terms of the employment.

The first three consecutive years of a contract issued to a newly employed administrator will be considered a probationary period. The probationary period may be extended for an additional year upon the consent of the administrator. In the event of termination of a probationary or non-probationary contract, the board will afford the administrator appropriate due process, as required by law. The administrator and board may mutually agree to terminate the administrator's contract.

It is the responsibility of the superintendent to create a contract for each administrative position. The board may issue temporary and nonrenewable contracts in accordance with law.

Administrators who wish to resign, to be released from a contract, or to retire, must comply with applicable law and board policies.

NOTE: May 15 is the date established by Iowa law for notice of board action to consider termination of an administrator's contract. The board may select an earlier day, but may not select a later date.

Legal Reference:*Martin v. Waterloo Community School District*, 518 N.W. 2d 381 (Iowa 1994).
Cook v Plainfield Community School District, 301 N.W. 2d 771 (Iowa App. 1980).
Board of Education of Fort Madison Community School District v Youel, 282 N.W. 2d 677 (Iowa 1979).
Briggs v Board of Education of Hinton Community School District, 282 N.W. 2d 740 (Iowa 1979).
Iowa Code § 279.
281 I.A.C. 12.4.

Cross Reference:303 Administrative Employees

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised August 21, 2017

ADMINISTRATOR SALARY AND OTHER COMPENSATION

The board has complete discretion to set the salary of the administrators. It is the responsibility of the board to set the salary and benefits of the administrators at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the administrators. The salary will be set at the beginning of each contract period.

In addition to the salary and benefits agreed upon, the administrator's actual and necessary expenses will be paid by the school district when the administrator is performing work-related duties. The board will approve the payment of other benefits or compensation over and above the administrator's contract. Approval of other benefits or items of an administrator's compensation will be included in the records of the board in accordance with board policy.

Legal Reference: Iowa Code § 279.21 (2005).
1984 Op. Att'y Gen. 47.

Cross Reference: 303 Administrative Employees

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised _____

ADMINISTRATOR DUTIES

Administrators will be hired by the board to assist the superintendent in the day-to-day operations of the school district.

Each attendance center will have a building principal responsible for the administration and operation of the attendance center. Each building principal, as chief administrator of the assigned attendance center, is responsible for the building and grounds, for the students and employees assigned to the attendance center, for school activities at the attendance center, for the education program offered in the attendance center, and the budget for the attendance center. The principal is considered the professional advisor to the superintendent in matters pertaining to the attendance center supervised by the principal. Although the principals serve under the direction of the superintendent, duties of the principal may include, but not be limited to the following:

- Cooperate in the general organization and plan of procedure in the school under the principal's supervision;
- Supervision of the teachers in the principal's attendance center;
- Maintain the necessary records for carrying out delegated duties;
- Work with the superintendent in rating, recommending and selecting supervised employees whenever possible;
- Work with the superintendent in determining the education program to be offered and in arranging the schedules. As much of the schedule as possible should be made before school closes for summer vacation. In the matter of courses offered, the final approval rests with the superintendent who is in turn responsible to the board;
- Ensure that proper care is taken of all school books, supplies, materials, equipment, furniture and facilities;
- Instruct teachers to make a complete annual inventory of all school property contained in their individual rooms. This inventory is reviewed and filed with the board secretary;
- Investigate excessive cases of absence or tardiness of students and notify the parents or guardians of unexcused absence or tardiness. All such cases should be reported to the superintendent;
- Make such reports from time to time as the superintendent may require;
- Maintain the regular schedule of school hours established by the board and make no temporary changes in the schedule without the consent of the superintendent;
- Promptly notify the superintendent whenever ventilation, sanitation or heating of the building is unsatisfactory;
- Contribute to the formation and implementation of general policies and procedures of the school;
- Perform such other duties as may be assigned by the superintendent of schools.

This list of duties will not act to limit the board's authority and responsibility over the position of the administrators. In executing these duties and others the board may delegate, the administrators will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .21, .23A (2005).
281 I.A.C. 12.4(5), 4(6), 4(7).

Cross Reference: 301 Administrative Structure
303 Administrative Employees

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006

ADMINISTRATOR EVALUATION

The superintendent will conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. At a minimum, the superintendent will formally evaluate the administrators annually. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, ensure student learning goals of the school district are met, promote growth in effective administrative leadership for the school district, clarify the administrator's role as defined by the board and the superintendent, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent and the administrator.

The superintendent is responsible for designing an administrator evaluation instrument. The formal evaluation will include written criteria related to the job description. The superintendent, after receiving input from the administrators, will present the formal evaluation instrument to the board for approval.

The formal evaluation will also include an opportunity for the administrator and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation is completed by the superintendent, signed by the administrator and filed in the administrator's personnel file.

The principal will be an educational leader who 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.
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
- Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- Acting with integrity, fairness and in an ethical manner.
- Understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context.

It is the responsibility of the superintendent to conduct a formal evaluation of the probationary administrators and nonprobationary administrators prior to May 15.

This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities and competence.

Legal Reference: Iowa Code §§ 279.8, .21-.23A (2007).
281 I.A.C. Ch 83; 12.3(4).

Cross Reference: 303 Administrative Employees

Approved Dec. 15, 1997

Reviewed March 9, 2020 Revised June 15, 2009

Principal Evaluation: A Systems Approach

Introduction

The process of evaluating a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

A new approach to principal evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the principal and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

Operating Principles

A comprehensive principal evaluation process must:

1. Align with the six Iowa Standards for School Leaders

Rationale: The Board of Educational Examiners, the State Board of Education, and the Iowa Department of Education have all endorsed the Iowa Standards for School Leaders as the framework for expectations for building principals.

2. Be intended to acknowledge strengths and improve performance.

Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.

3. Connect academic, social, emotional and developmental growth for all students in the building/system.

Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.

4. Recognize the importance of a principal's role in improving the culture of the learning community.

Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.

5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.

Rationale: Examples may include self-assessment, a portfolio compiled by the principal, 360 degree feedback, the school improvement plan, artifacts that address previous goals, and meeting agendas.

6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.

Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.

7. Be ongoing and connected to school improvement goals.

Rationale: An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans.

8. Align building and district goals with community members' vision for education.

Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Timelines for Principal Evaluation

SUGGESTED TIMELINE

ACTION

- | | |
|------------------------------|---|
| Late Spring | <ol style="list-style-type: none">1. Principal and superintendent/designee clarify vision, mission and district goals.2. Superintendent/designee and principal will review job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. |
| Early Summer | <ol style="list-style-type: none">3. Principal creates one Action Plan per district goal, which is measurable and doable in 12-months. The Action Plans are mutually agreed to by the principal and superintendent/designee and shared with staff.4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the board. |
| Prior to the Start of School | <ol style="list-style-type: none">5. Review evaluation process and forms with new administrators. |
| Quarterly or Early Winter | <ol style="list-style-type: none">6. Principal makes interim reports regarding Action Plan progress. |
| Early Spring | <ol style="list-style-type: none">7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee.8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record9. A copy of the final written evaluation form is placed in the principal's personnel folder. |

Principal Evaluation Standards and Criteria

PART I - JOB RESPONSIBILITIES

STANDARD #1: A principal is an education leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The principal

- a. Uses appropriate data to set priorities and establish high, concrete goals in the context of improving student achievement.
- b. Considers new and more effective ways of doing things based on research and/or best-known practices.
- c. Articulates and promotes high expectations for teaching and student learning.
- d. Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- e. Acts as a driving force behind major initiatives.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

STANDARD #2: A principal is an educational leader who 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. (Culture of Learning)

The principal

- a. Provides leadership for assessing, developing and improving school environment and culture.
- b. Systematically and fairly recognizes and celebrates accomplishments of teachers, staff and students.
- c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- e. Evaluates staff and provides ongoing coaching for improvement.
- f. Ensures that staff has necessary professional development opportunities that directly enhance their performance and improve student learning.
- g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- h. Promotes collaboration with all stakeholders.
- i. Is easily accessible and approachable to students, staff and community.
- j. Is highly visible and engaged in the school.
- k. Articulates the desired school culture and shows evidence about how it is reinforced.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

--	--

STANDARD #3: A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The principal

- a. Complies with state and federal mandates and local board policies.
- b. Interviews and recommends teachers and staff to support quality instruction.
- c. Protects instructional time from unnecessary distractions and interruptions.
- d. Addresses current and potential problems in a timely manner.
- e. Manages fiscal and physical resources of the school responsibly, efficiently and effectively.
- f. Designs and manages operational procedures to maximize opportunities for successful learning.
- g. Communicates effectively with both internal and external audiences about the operations of the school.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

STANDARD #4: A principal is an education leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The principal

- a. Engages family and community by enhancing shared responsibility for student learning and support of the school.
- b. Promotes and supports a governance structure for family and community involvement in the school.
- c. Facilitates the connections of students and families to the health and social services that are needed to stay focused on learning.
- d. Establishes with staff a school culture that welcomes and honors parents and seeks ways to engage them in their children's learning.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

STANDARD #5: A principal is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The principal

- a. Demonstrates ethical and professional behavior.
- b. Adopts values, beliefs and attitudes that inspire others to higher levels of performance.
- c. Maintains caring relationships with teachers and staff.
- d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- e. Adapts leadership behavior to the needs of the current situation.
- f. Is respectful of divergent opinions.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

STANDARD #6: A principal is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The principal

- a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- b. Advocates for the welfare of all members of the learning community.
- c. Respects the varied dynamics of decision-making and designs appropriate strategies to reach desired goals.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

Part II – ACTION PLANS

List up to five significant job targets and measurable outcomes (in the context of the district’s Comprehensive School Improvement Plan), to be accomplished by the principal, during the next twelve months.

	TARGET	RELATES TO ISSL STANDARD(S)	BASELINE	MEASURABLE OUTCOME	DATA SOURCE
1					
2					
3					
4					
5					

Principal Comments:

Superintendent or Designee Comments:

PART III – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:	Satisfactory	Unsatisfactory
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

- Professional Growth Plan
- New Job Targets
- Remediation Target

Principal's Signature: _____ Date: _____

Evaluation Period: 200____ **to** _____, **200**____

Superintendent or Designee: _____ Date: _____

PROFESSIONAL GROWTH PLAN

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:	Action Steps:	Timeline:	Evidence of progress toward success	Peer Coach:
	1.			
	2.			
	3.			

Professional Growth Plan Reviewed by: _____

Date: _____

REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the superintendent or his/her designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The evaluator and superintendent (or designee) should mutually agree on the target to be achieved, supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ Date Target Developed: _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent/Designee Comments:

Principal Comments:

Signatures:

Superintendent/Designee Date

Principal Date

SAMPLE INSTRUCTIONAL PRINCIPAL'S JOB DESCRIPTION

TITLE: Elementary/Middle/High School Principal

QUALIFICATIONS: Must possess the qualifications and certification set by the code of Iowa and the Iowa Department of Education.

REPORTS TO: The Superintendent or Designee

SUPERVISES: The academic and support personnel employed in the building(s) assigned to the Principal.

JOB SUMMARY: To provide leadership, supervisory, and administrative skills that will promote the educational development of each student.

TERMS OF EMPLOYMENT: () days of service. Salary, benefits, and work year to be established by the Board of Education.

EVALUATION: Job performance will be evaluated in accordance with provisions of the board's policy for Evaluation of Administrative Personnel.

JOB RESPONSIBILITIES

1. VISION

- Sets priorities in the context of improving student achievement.
- Articulates and promotes high expectations for teaching and student learning.
- Aligns the educational programs, plans and actions to the district's vision and goals for student learning.
- Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.

2. CULTURE AND INSTRUCTIONAL PROGRAM

- Provides leadership for assessing, developing and improving school environment and culture.
- Recruits, interviews and recommends teachers and staff to support quality instruction.
- Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- Evaluates staff and provides direction for improving instruction.
- Develops and supports professional development of staff to improve student learning.
- Demonstrates awareness of professional issues and developments in education.
- Develops and revises as needed his/her own professional development plan for continued improved performance.

3. MANAGEMENT

- Operational procedures are designed and managed to maximize opportunities for successful learning.
- Effectively manages board policies and procedures.
- Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.
- Addresses problems in a timely manner.
- Manage fiscal resources of the schools responsibly, efficiently, and effectively.
- Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.

4. COLLABORATION

- Engages the community to create shared responsibility for student and school success.
- Promotes and supports parent/student/community involvement in the school.
- Shares leadership and decision-making.
- Connects students and families to the health, human and social services they need to stay focused on learning.

5. ETHICS

- Demonstrates ethical, trustworthy, and professional behavior.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Treats people fairly, equitably, and with dignity and respect.
- Applies policies and procedures in a fair and equitable manner.
- Demonstrates appreciation for and sensitivity to the diversity in the school community.

6. LEARNING COMMUNITY

- Serves as an effective spokesperson for the welfare of all members of the learning community.
- Promotes respect for diversity in the school and community environment.
- Engages in dialogue with other decision-makers to improve teaching and learning.
- Communicates clearly to the community about building/district issues and performances.
- Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.
- Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

SAMPLE PORTFOLIO ARTIFACTS

The following suggestions about appropriate artifacts to include in a principal's portfolio are grouped by the Iowa Standards for School Leaders. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – 3 year comparison
- “State of the School” report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- School climate surveys
- Serve on a state-wide committee addressing NCLB, Principals’ Standards
- Copy of year’s Staff Development Plan
- Teacher evaluation artifact(s)
- Regional job fair brochure (attend with district personnel)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development
- Lead in-service

- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers
- Quality teacher in every classroom report to community

SAMPLE PORTFOLIO ARTIFACTS (CONTINUED)

STANDARD #3: SCHOOL MANAGEMENT

- Building expectations / rules posted
- Student handbook
- Faculty handbook
- Substitute handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Building budgets/procedures
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Share responsibilities with other experts
- Door monitors, hall monitors, parking lot monitors
- Safety committee meeting
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Spend only the \$ you have
- Notes from yearly meeting with district physical plant director and business officer
- Teacher handbook
- Student (new and incoming) orientation
- Collaborative budget decision making
- Accreditation visit result
- Action plans for accreditation suggestions

STANDARD #4: WORKING WITH PARENTS AND COMMUNITY

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lessons
- Field trips – community support
- Building assistance teams
- Comm. Agency assistance to students and families
- Minutes of faculty meetings, department head meetings
- School web site hits
- Number of referrals of students and families to community agencies
- Number of placements of students (SPED) in comm. Agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Community mobility programs in Special Ed
- Job shadowing/internships (data)

- Collaboration with higher ed
- Mentors (adults/students)
- School to work
- Social health teams
- School- based health clinics on site
- Parent/community volunteers
- Career day brochure

SAMPLE PORTFOLIO ARTIFACTS (CONTINUED)

STANDARD #5: ETHICS/INTEGRITY

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character ed info on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic rep on all school comm. And booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- Involve students in community service events, programs

STANDARD #6: GREATER POLITICAL AND SOCIAL CONTEXT

- Meet monthly to curriculum director to plan staff development for teachers and self – log meeting notes and action
- Active member of district curriculum committee
- Speaker at service club (Rotary)
- Share progress on district goals to P.T.O., P.A.C., etc
- Member of Sup Advisory Council
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Serves on Ed Committee for city chamber org.
- Email state legislator – OFTEN using all capital letters +!!!
- Log of outside community resource agencies
- Communication log – local/state decision makers
- District committee agenda
- Staff development plan indicating diversity agenda
- Communication with Kathy Collins
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- Vote early – vote often
- Write articles in newsletter or local paper re: ed. issues

SAMPLE ACTION PLANS (Shown below are sample targets for each ISSL standard)

List up to five significant job targets and measurable outcomes (in the context of the district's Comprehensive School Improvement Plan), to be accomplished by the principal, during the next twelve months.

	TARGET	RELATES TO ISSL STANDARD(S)	BASELINE	MEASURABLE OUTCOME	DATA SOURCE
1	The principal will lead a group of school/community stakeholders in developing comprehensive school improvement goals focused on student achievement	#1		Presentation of completed goals to the School Site Council.	
2	The principal will lead an effort to provide professional staff development in the area of reading improvement.	#2		Three half-day in-service sessions will focus on reading in content areas. Additional follow-up will occur in subsequent sessions.	
3	The principal will use available technologies to streamline attendance, grading and registration procedures so as to allow more focus on teaching/learning.	#3		Survey staff and parents/students to determine the level of efficiency achieved.	
4	Engage the community to create shared responsibility for student success.	#4		Lead/facilitate forums throughout the school year to determine needs, then focus on responding to those needs.	
5	Treat people fairly, equitably and with dignity and respect.	#5		Survey students, staff and patrons on this topic and present results.	
6	Communicate clearly to the community about building/district issues and performances.	#6		Write quarterly newsletter columns with a direct focus on student performance and building or district priorities.	

Principal Comments:

Superintendent or Designee Comments:

SAMPLE ACTION PLANS (CONTINUED)

List up to five significant job targets and measurable outcomes (in the context of the district's Comprehensive School Improvement Plan), to be accomplished by the principal, during the next twelve months.

	TARGET	RELATES TO ISSL STANDARD(S)	BASELINE	MEASURABLE OUTCOME	DATA SOURCE
1	The principal will lead the building in developing a school improvement plan that reflects the district's improvement plan.	#1		The principal will present the school improvement plan to the appropriate stakeholders on a yearly basis.	
2	The principal will work with staff on developing a building staff development plan that addresses building needs and goals.	#2		The written staff development plan will be presented to the appropriate district office personnel.	
3	The principal will effectively communicate with all stakeholders within the school community.	#3		The principal will provide a variety of artifacts that show evidence of communication.	
4	The principal will collaborate with and utilize community resources to enhance student achievement.	#4		The principal will provide a variety of artifacts that show the use of community resources.	
5	Increase appreciation for and sensitivity to the diversity in the school community.	#5		The principal will provide evidence of activities that promote diversity.	
6	The principal will engage in dialogue with district personnel and teachers to improve instruction and learning.	#6		The principal will collaboratively develop staff development activities on a regular basis to improve teaching and learning.	

Principal Comments:

Superintendent or Designee Comments:

SAMPLE PROFESSIONAL GROWTH PLAN

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:	Action Steps:	Timeline:	Evidence of progress toward success	Peer Coach:
1) To more effectively and efficiently monitor classroom instruction	<ol style="list-style-type: none"> 1. Take the training on "Walk Through Supervision" 2. Time management plan 3. Process data 	<ol style="list-style-type: none"> 1. August 2. Sept-May 3. June 	<ol style="list-style-type: none"> 1. Completed training 2. # of walk-throughs completed 3. Synthesize data 	Colleague
2) To improve the professional development plan for teachers	<ol style="list-style-type: none"> 1. Determine a focus for staff development 2. Organize and schedule resources around the topic 3. Implementation/evaluation of in-service 	<ol style="list-style-type: none"> 1. April-May 2. Summer 3. Aug-May 	<ol style="list-style-type: none"> 1. Attendance/engagement by staff 2. Student work samples 3. Anecdotal survey information 	Department or study groups
3) To promote and engage more parents in school involvement	<ol style="list-style-type: none"> 1. Develop a planning committee 2. Promote parent conference attendance 3. Newsletters and communication of contact and resource guide 4. Staff schedule for communication 5. Monitoring and evaluating through parent surveys 	<ol style="list-style-type: none"> 1. April-May 2. Aug-May 3. Aug-May 	<ol style="list-style-type: none"> 1. Increased conference attendance 2. Anecdotal survey data 3. Climate survey 	Planning group with full staff review

Professional Growth Plan Reviewed by: _____

Date: _____

SAMPLE PROFESSIONAL GROWTH PLAN (CONTINUED)

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:	Action Steps:	Timeline:	Evidence of progress toward success	Peer Coach:
1. To be able to interpret and utilize student data to improve instruction and learning 2. Implement the new teacher evaluation process effectively.	1. Learn how to electronically manage data. 2. Interpret data on ITDS and other district measurements over a period of time. 3. Implement Quick Decide.	1. Fall 2. After ITBS Results 3. Fall	1. Provide a document or template on how to manage. 2. Use data to identify growth areas. 3. Ask Question/Plan for Improvement.	1. Tech Coordinator 2. AEA staff 3. Curr./Instructors, Dist Personnel.
	1. DDL Training, Eval Training 2. Develop process of evaluation in our district. 3. Map out a yearly plan	1. Fall 2. 2004 3. Fall	1. Cert of Completion, Eval License 2. District Plan 3. Schedule of Evaluations	1. Trainers 2. Admin Team 3. College

Professional Growth Plan Reviewed by: _____

Date: _____

ADMINISTRATOR PROFESSIONAL DEVELOPMENT

The board encourages the administrators to continue their professional growth by becoming involved in professional organizations, attending conferences, continuing their education, and participating in other professional activities.

It is the responsibility of the administrators to arrange their schedules in order to attend various conferences and events in which they are involved. Prior to attendance at an event, the administrator must receive approval from the superintendent. In the case where overnight travel or unusual expense is involved, the superintendent will bring it to the attention of the board prior to the administrator attending the event.

The administrator will report to the superintendent after an event.

Legal Reference: Iowa Code § 279.8 (2005).
281 I.A.C. 12.7.

Cross Reference: 302.6 Superintendent Professional Development
401.7 Employee Travel Compensation

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006

ADMINISTRATOR CIVIC ACTIVITIES

The board encourages the administrators to be involved in the school district community by belonging to community organizations and by attending and participating in school district community activities.

It is the responsibility of the administrators to become involved in school district community activities and events. It is within the discretion of the board to pay annual fees for professional organizations and activities.

NOTE: School district can only expend funds for public purposes. School districts that pay the annual fees or dues for civic activities should document why the expense is a legitimate expenditure and need to have this policy. School district not paying these fees or dues, don't need the policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 302.7 Superintendent Civic Activities

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised March 9, 2020

ADMINISTRATOR CONSULTING/OUTSIDE EMPLOYMENT

An administrative position is considered full-time employment. The board expects administrators to give the responsibilities of their positions in the school district precedence over other employment. An administrator may accept consulting or outside employment for pay as long as, in the judgment of the board and the superintendent, the work is conducted on the administrator's personal time and it does not interfere with the performance of the administrative duties contracted by the board.

The board reserves the right, however, to request the administrator cease the outside employment as a condition of continued employment. The board will give the administrator thirty days notice to cease outside employment.

Legal Reference: Iowa Code §§ 279.8, .21 (2005).

Cross Reference: 303.3 Administrator Contract and Contract Nonrenewal
303.5 Administrator Duties

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised _____

DEVELOPMENT AND ENFORCEMENT OF ADMINISTRATIVE REGULATIONS

Administrative regulations may be necessary to implement board policy. It is the responsibility of the superintendent to develop administrative regulations.

In developing the administrative regulations, the superintendent should consult with administrators or others likely to be affected by the regulations. Once the regulations are developed, employees, students and other members of the school district community will be informed in a manner determined by the superintendent.

The board will be kept informed of the administrative regulations utilized and their revisions. The board may review and recommend change of administrative regulations prior to their use in the school district if they are contrary to the intent of board policy.

It is the responsibility of the superintendent to enforce administrative regulations.

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 209 Board of Directors' Management Procedures
304.2 Monitoring of Administrative Regulations

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised _____

MONITORING OF ADMINISTRATIVE REGULATIONS

The administrative regulations will be monitored and revised when necessary. It is the responsibility of the superintendent to monitor and revise the administrative regulations.

The superintendent may rely on the board, administrators, employees, students, and other members of the school district community to inform the superintendent about the effect of and possible changes in the administrative regulations.

Legal Reference: Iowa Code §§ 279.8, .20 (2005).

Cross Reference: 209 Board of Directors' Management Procedures
304.1 Development and Enforcement of Administrative Regulations

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised _____

ADMINISTRATOR CODE OF ETHICS

Administrators, as part of the educational leadership in the school district community, represent the views of the school district. Their actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, administrators will conduct themselves professionally and in a manner fitting to their position.

Each administrator will follow the code of ethics stated in this policy. Failure to act in accordance with this code of ethics or in a professional manner, in the judgment of the board, will be grounds for discipline up to, and including, discharge.

The professional school administrator:

- Upholds the honor and dignity of the profession in actions and relations with students, colleagues, board members and the public;
- Obeys local, state and national laws; holds to high ethical and moral standards; and gives loyalty to this country and to the cause of democracy and liberty;
- Accepts the responsibility to master and contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession;
- Strives to provide the finest possible educational experiences and opportunities to the members of the school district community;
- Seeks to preserve and enhance the prestige and status of the profession when applying for a position or entering into contractual agreements;
- Carries out in good faith the policies duly adopted by the local board and the regulations of state authorities and renders professional service;
- Disallows consideration of private gain or personal economic interest to affect the discharge of professional responsibilities;
- Recognizes public schools are the public's business and seeks to keep the public informed about their schools; and,
- Supports and practices the management team concept.

Legal Reference: Iowa Code § 279.8 (2005).
282 I.A.C. 13.

Cross Reference: 404 Employee Conduct and Appearance

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised _____

SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT

In the absence of the superintendent, it is the responsibility of the other administrators to assume the superintendent's duties. The succession of authority to the superintendent will be determined by the superintendent and approved by the board at the regular September board meeting annually.

If the absence of the superintendent is temporary, the successor will assume only those duties and responsibilities of the superintendent that require immediate action. If the board determines the absence of the superintendent will be a lengthy one, the board will appoint an acting superintendent to assume the responsibilities of the superintendent. The successor will assume the duties when the successor learns of the superintendent's absence or when assigned by the superintendent or the board.

References to "superintendent" in this policy manual will mean the "superintendent or the superintendent's designee" unless otherwise stated in the board policy.

Legal Reference: Iowa Code § 279.8 (2005).
281 I.A.C. 12.4(4).

Cross Reference: 302 Superintendent

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006

COMMUNICATION CHANNELS

Questions and problems are resolved at the lowest organizational level nearest to the complaint. School employees are responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community will confer with a licensed employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within five (5) school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within five (5) school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. It is within the board's discretion whether to hear the concern.

It will first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 213 Public Participation in Board Meetings
213.1R1 General Complaints by Citizens
401.4 Employee Complaints
502.4 Student Complaints and Grievances
504.3 Student Publications

Approved Dec. 15, 1997 Reviewed March 9, 2020 Revised Jan. 16, 2006