

## **CHALLIS JOINT SCHOOL DISTRICT #181**

### **Policy and Procedure – 6000 Series Administration**

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## **Superintendent**

6100

### **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.

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 District Planning

### Legal Reference:

I.C. § 33-320 Strategic Planning and Training

I.C. § 33-513 Professional Personnel

I.C. § 33-1001 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 on: 4/2020

Revised on: 5/2020

Reviewed on:

## **Board-Superintendent Relations**

6100p

### **The Board Shall:**

1. Select the Superintendent and delegate to him/her all necessary administrative powers.
2. Adopt policies for the operations of the school system and review administrative procedures.
3. Formulate a statement of goals reflecting the philosophy of the District.
4. Adopt annual objectives for improvement of the District.
5. Approve courses of study.
6. Approve textbooks.
7. Approve the annual budget.
8. Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.
9. Authorize the allocation of certificated and classified staff.
10. Approve contracts for construction, remodeling, or major maintenance.
11. Approve payment of vouchers and payroll.
12. Approve proposed major changes of school plant and facilities.
13. Approve collective bargaining agreements.
14. Assure that appropriate criteria and processes for evaluating staff are in place.
15. Appoint citizens and staff to serve on special Board committees, if necessary.
16. Conduct regular and special meetings.
17. Serve as final arbitrator for staff, citizens and students.
18. Promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent.
19. Authorize the ongoing professional enrichment of its administrative leader as feasible.
20. Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.

### **The Superintendent Shall:**

1. Serve as chief executive officer of the District.
2. Recommend policies or policy changes to the Board and develop procedures that implement Board policy.
3. Provide leadership in the development, operation, supervision and evaluation of the educational program.
4. Recommend annual objectives for improvement of the District.
5. Recommend courses of study.
6. Recommend textbooks.
7. Prepare and submit the annual budget.
8. Recommend candidates for employment as certificated and classified staff.
9. 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.
10. Recommend contracts for major construction, remodeling or maintenance.
11. Recommend payment of vouchers and payroll.
12. Prepare reports regarding school plant and facilities needs.
13. Supervise negotiation of collective bargaining agreements.
14. Establish criteria and processes for evaluating staff.
15. Recommend formation of ad hoc citizens' committees.
16. 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.
17. Inform the Board of appeals and implement any such forthcoming Board decisions.
  18. Respond and take action on all criticism, complaints, and suggestions as appropriate.
  19. Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
  20. Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

Procedure History:

Promulgated on:

Reviewed on:

Revised on: 4/2020

## **District Organization**

**6200**

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.

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 on the basis of line and staff organization.

### Policy History:

Adopted on: 12/13/04

Reviewed on:

Revised on: 2/14/0, 4/2020

## **Duties & Qualifications of Administrative Staff other than Superintendent**

**6300**

### **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.

### **Legal Reference:**

I.C. § 33-513 Professional personnel.

### **Policy History:**

Adopted on: 12/13/04

Reviewed on: 4/2020

Revised on:

## **Administrator Job Descriptions**

6300p

### **Title: Combination Superintendent/Building Principal**

#### **Qualifications**

1. Idaho Administrator Certificate endorsed for principal and superintendent
2. Central office, school administration, and teaching experience as determined by the Board of Trustees, previous successful superintendent experience preferred
3. Strong background in curriculum, supervision, discipline, human relations skills, team building, and technology
4. Demonstrated ability in personnel management, strategic planning, business practices, budgeting, school law, and research-based educational programs
5. Demonstrated leadership and communication ability in working with students, staff, parents, and the public
6. Capacity for maintaining the respect of the community and educational leaders in Idaho
7. Excellent public relations and organizational skills
8. Able to work under pressure and deadlines
9. Maintain confidentiality of staff and students

#### **Primary Responsibility To**

- Board of Trustees

#### **Job Summary**

- To inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence. To provide leadership and managerial oversight to the instructional program and school operations. To oversee and administer the use of all district facilities, property, and funds so that each student enrolled in the district may be provided with an appropriate and effective education.

### **Major Duties and Responsibilities**

#### **Instructional Leadership**

1. Assume responsibility for the management of the school in accordance with federal and state law, administrative rules, and Board policy
2. Ensure that a system of thorough and efficient education, as defined in federal and state law, administrative rules, and Board policy is available to all students.
3. Ensure that the goals of the school system are reflected in its educational program and operations
4. Be responsible for recommending to the Board of Trustees, for its adoption, all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools
5. Ensure implementation and evaluation of all Board-approved written curriculum for all subjects and inclusion of mandated programs and Idaho Core Standards
6. Provide leadership and guidance in the processes of curriculum planning, coordination, and evaluation
7. Provide for curriculum articulation among grades and schools in the district
8. Exercise leadership in school-level planning for improvement of instruction
9. Initiate, design, and implement programs to meet the specific needs of the school
10. Encourage staffs to develop programs, services, and projects that provide instructional alternatives and flexibility while assuring a consistent education for all students



11. Ensure the effectiveness of the instructional program by measuring student achievement against state and local standards. Initiate program changes as necessary
12. Review with staff all curriculum guides and courses of study as directed by the Board
13. Seek out available sources for grant funding to support programs and projects
14. Implement a Board-approved program of guidance and counseling services
15. Establish and maintain an effective learning climate in the school

#### Personnel Administration

1. Nominate for employment the best qualified and most competent personnel, and ensure that the operation of the schools is conducted in accordance with district policy
2. Develop recruitment and retention procedures to assure qualified applicants for certificated and non-certificated positions
3. Direct and supervise the administrative staff and through them all district staff
4. Recommend to the Board the contract renewal, promotion, assignment, transfer, demotion, or discharge of all school employees
5. Supervise all professional, paraprofessional, administrative, and non-professional personnel employed at the school
6. Mentor staff and demand high performance from staff
7. Ensure that teacher trainees are provided with direct assistance, including assistance regarding the purpose, expectations, procedures involved in the evaluation process, and close clinical supervision
8. Evaluate and counsel all Elementary staff members and department heads regarding their individual and group performance in accordance with district policy
9. Prepare written comments and offer suggestions for improvement when appropriate
10. Represent the district as an active member of the negotiating team if requested by the Board of Trustees
11. Supervise the administration of collective bargaining agreements if requested by the Board of Trustees
12. Recommend and implement district staff professional development
13. Ensure that all teaching staff members fulfill continuing professional development requirements and receive in-service training required by state and federal laws
14. Act as a liaison between the Board and the school employees and transmit communications between the two
15. Delegate responsible personnel for the supervision of the school in his or her absence
16. Conduct staff meetings as necessary for the proper functioning of the school

#### Curriculum, Instruction, and Contact with Students

1. Supervise the school's educational program and teaching process. Monitor delivery of the instructional program
2. Be responsible for overseeing the scheduling of students into classes, establishing the schedule of class offerings, and maintaining a balance of student loads in each class
3. Collaborate and supervise all curricular and extracurricular activities
4. Develop and maintain the academic programs. Oversee extracurricular programs, and work cooperatively with the business manager to schedule community use of the school building and grounds
5. Assume responsibility for the attendance, conduct, and health of the students
6. Greet students in a friendly and dependable manner during their morning arrival whenever possible
7. Supervise the dismissal of students at the end of the school day whenever possible
8. Interact appropriately with students during the school day

9. Maintain high standards of student conduct and enforces the district's discipline policy in accordance with Board policy and the students' rights to due process
10. Keep records of any disciplinary action and perform follow-up communication with students' parents, teachers, and other administrators as needed
11. Develop and implement student handbooks and procedures for proper student conduct
12. Develop and oversee the delivery of the district's intervention services for pupils who are experiencing difficulties in their classes
13. Provide guidance to individual students and resolve individual behavioral problems
14. Attend special events held to recognize student achievement and other school-sponsored activities and functions and speak with clarity, authority, and appropriate earnestness at such events
15. Plan and supervise regularly scheduled parent/teacher conferences, and make arrangements for special conferences as necessary
16. Maintain an active relationship with students and parents based on respect and understanding
17. Actively pursue all cases of truancy, excessive absences, and tardiness

#### Financial and Facilities Management

1. Ensure that the budget implements the district's goals
2. Oversee the financial planning of the district
3. Initiate and supervise development of the annual budget, providing opportunity for staff input
4. Recommend a budget for Board approval and communicate the educational and monetary impact of the budget to the community
5. Oversee the implementation of the Board-approved budget
6. Ensure the proper collection, safekeeping, and accounting of all instructional funds and school activity funds
7. Ensure implementation of Board financial policies and district procedures. Provide direction to, and supervision, of school business functions
8. Encourage the development and implementation of sound business practices
9. Continually assess business management practices to achieve efficiency
10. Ensure funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources
11. Ensure the maintenance of adequate records for the schools including financial records, business and property records, personnel records, and scholastic records
12. Establish and maintain an efficient office system to support the administrative functions of the school
13. Supervise the safekeeping of accurate student and personnel files and other confidential records and documents, including records on the progress and attendance of students
14. Ensure the destruction of public records in accordance with federal and state law, administrative rules, and Board policy
15. Supervise the preparation of all school reports, records, and other paperwork for the district office, and other reports required or appropriate to the school's administration
16. Participate in administrative, Board, and other meetings as required or appropriate
17. Keep appropriate personnel informed of the school's activities, problems, and needs
18. Oversee school facility management to provide safe, efficient, and attractive buildings with strong emphasis on preventative maintenance and custodial care
19. Ensure annual inspections of all school buildings for adherence to health and safety codes
20. Plan and supervise fire and other emergency drills as required by federal and state law, administrative rules, and Board policy

21. Be responsible for buildings, grounds, custodial, inventory, food service, transportation, insurance, and driver education, and be responsible for the supervision of supervisors in these areas

### School/Community Relations

1. Develop strategies to promote parental involvement in students' education and provide opportunities for parent-teacher interaction
2. Greet and interact with parents and visitors, as appropriate
3. Communicate information to parents and the community that is required by federal and state law, administrative rules, and Board policy
4. Act as a liaison between the school and the community, interpreting policies of the school and encouraging community participation in school life
5. Promote community support of the schools
6. Identify available community resources and linkages to social service agencies that support education and healthy child development
7. Establish necessary procedures for referral and cooperative planning with other children's services agencies
8. Maintain contact and good relations with the local media
9. Represent the district at local, state, and national professional meetings
10. Liaise with professional, civic, volunteer, and other community agencies and groups having an interest in the schools
11. Solicit community opinions regarding school and education issues
12. Provide for the timely completion of annual district and school-level reporting and planning requirements including school report cards, pupil performance objectives, and a quality assurance report to the public
13. Report incidents of violence, vandalism, and substance abuse
14. Work cooperatively with law enforcement authorities in maintaining a safe and drug-free school environment.

### Board Responsibilities

1. Provide leadership in the implementation of the district's vision, mission, and goals
2. Serve as executive officer of the Board with such powers and duties as the Board prescribes
3. Act as the authorized representative of the district as required
4. Prepare and recommend short- and long-range plans for Board approval and implement those plans when approved
5. Be responsible for the annual calendar for adoption by the Board
6. Attend all regular and special meetings of the Board, and participate in a professional leadership role whenever possible
7. Designate an administrative staff member to serve in his/her absence, when appropriate
8. Know Board policy and respect the policymaking authority and responsibility of the Board
9. Be responsible for their dissemination to school employees and the general public
10. Recommend drafts of new policies or changes to the Board
11. Establish guidelines and processes for monitoring the implementation of Board policies
12. Keep the Board informed of activities and any issues that may arise
13. Keep the Board informed regarding developments in other districts or at state and national levels that would be helpful to the district
14. Advise the Board on federal and state law and administrative rules pertaining to schools, and on the Board's policy

15. Prepare, in conjunction with the Board Chair, agenda recommendations relative to all matters requiring Board action, including all facts, information, options, and reports needed to assure informed decisions
16. Provide advice and counsel to the Board on matters before it
17. Recommend the adoption of policies and procedures regarding appropriate training for Board members

#### Policy Development

1. Create rules, procedures, and forms and give such instructions to school employees and students to implement Board policy
2. Advise the Board on the need for new and revised policies
3. Supervise the effective implementation of all federal and state law, administrative rules, and Board policy
4. Supervise the efficient maintenance and dissemination of all Department of Education policy documents
5. Act on his or her own discretion as needed in any matter not covered by Board policy, report such action to the Board as soon as practicable, and prepare a draft policy to address the issue for the Board to review, modify, and adopt
6. Federal Programs 504 Coordinator at Elementary Schools

#### Other

1. Ensure that all local, state and federal standards for the health and safety of students and staff are maintained and that required reports are maintained
2. Be responsible for all federal programs
3. Be responsible for all keys issued to personnel in his or her building
4. Assume responsibility for his or her continuing professional growth and development by such efforts as attendance of professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications
5. Seek assistance should emergencies arise
6. Represent the school district in a positive manner
7. Know and follow school district policy and chain of command
8. Perform other duties as assigned

#### Evaluation

- Performance of this position will be evaluated annually by the Board of Trustees in conformance with district policy; Section 33-513, Idaho Code; IDAPA 008.02.02.121.

#### Terms of Employment

- Employment contract not to exceed three years.

#### Note

- All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.

Cross Reference:

5205 Job Descriptions

Legal Reference:

I.C. § 33-512 Governance of Schools

I.C. § 33-513 Professional Personnel

I.C. § 33-515 Issuance of Renewable Contracts

I.C. § 33-1201 Certificate Required

I.C. § 33-1210 Information on Past Job Performance

IDAPA 08.02.02.026 Administrator Certificate

IDAPA 08.02.02.121 Local District Evaluation Policy—School Principal

Policy History:

Adopted on: 4/2020

Reviewed on:

Revised on:

## **TITLE: Superintendent**

### Qualifications:

1. Idaho Administrator Certificate endorsed for superintendent
2. District office, school administration, and teaching experience as determined by the Board of Trustees, previous successful superintendent experience preferred
3. Strong background in curriculum, supervision, human relations skills, team building, and technology
4. Demonstrated ability in personnel management; strategic planning; business practices; budgeting; research-based educational programs; and federal and state law, administrative rules, and Board policy pertaining to schools
5. Demonstrated leadership and communication ability in working with students, staff, parents, the public and board of trustees
6. Capacity for maintaining the respect of the community and educational leaders in Idaho
7. Ability to work under pressure and deadlines
8. Excellent public relations and organizational skills
9. Maintain confidentiality of staff and students

### Primary Responsibility To:

- Board of Trustees

### Job Summary:

- To inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in achieving the highest standard of excellence. To oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency so that each student enrolled in the district may be provided with an appropriate and effective education.

### Major Duties and Responsibilities:

#### **1. Instructional Leadership**

- a. Ensure that a system of thorough and efficient education is available to all students, in accordance with federal and state law, administrative rules, and Board policy
- b. Ensure that the goals of the school system are reflected in its educational program and operations
- c. Be responsible for recommending to the Board of Trustees, for its adoption, all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools
- d. Ensure the implementation and evaluation of all Board-approved written curriculum for all subjects, and ensure the inclusion of mandated programs and state core curriculum content standards
- e. Provide leadership and guidance in the processes of curriculum planning, coordination, and evaluation. Provide for curriculum articulation among grades and schools in the district
- f. Encourage staffs to develop programs, services, and projects that provide instructional alternatives and flexibility while assuring a consistent education for all students
- g. Ensure the effectiveness of the instructional program by measuring student achievement against state and local standards

- h. Initiate program changes as necessary
- i. Review with staff all curriculum guides and courses of study as directed by the Board
- j. Seek out available sources for grant funding to support programs and projects
- k. Develop and oversee the delivery of the district's intervention services for pupils who are experiencing difficulties in their classes
- l. Implement a Board-approved program of guidance and counseling services

## **2. Personnel Administration**

- a. Nominate for employment the best qualified and most competent personnel, and ensure that the operation of the schools is conducted in accordance with district policy
- b. Develop recruitment and retention procedures to assure qualified applicants for certificated and non-certificated positions
- c. Direct and supervise the administrative staff and through them all district staff
- d. Recommend to the Board the contract renewal, promotion, assignment, transfer, demotion, or discharge of all school employees
- e. Mentor staff and demand high performance from staff
- f. Be responsible for the evaluation of all certified and non-certified employees
- g. Represent the district as an active member of the negotiating team if requested by the Board of Trustees
- h. Supervise the administration of collective bargaining agreements if requested by the Board of Trustees
- i. Recommend and implement district staff professional development
- j. Ensure that all teaching staff members receive continuing professional development and training required by federal and state law, administrative rules, and Board policy
- k. Act as a liaison between the Board and the school employees and transmit communications between the two

## **3. Financial and Facilities Management**

- a. Ensure that the budget implements the district's goals
- b. Oversee the financial planning of the district
- c. Initiate and supervise development of the annual budget, providing opportunity for staff input
- d. Recommend budget and budget priorities for Board approval and communicate the educational and monetary impact of the budget to the community
- e. Oversee the implementation of the Board-approved budget
- f. Ensure funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources
- g. Ensure the maintenance of adequate records for the schools including financial records, business and property records, personnel records, and scholastic records
- h. Administration of the instructional accounts of the school budget
- i. Ensure implementation of Board financial policies and district procedures
- j. Provide direction to, and supervision, of school business functions
- k. Encourage development and implementation of sound business practices.
- l. Oversee school facility management to provide safe, efficient, and attractive buildings with strong emphasis on preventative maintenance and custodial care
- m. Ensure annual inspections of all school buildings for adherence to federal and state law, administrative rules, and Board policy pertaining to health and safety

- n. Be responsible for buildings, grounds, inventory, food service, transportation, insurance, and driver education, and for the management of supervisors in these areas
- o. Continually assess business management practices to achieve efficiency

#### **4. School/Community Relations**

- a. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction
- b. Promote community support of the schools
- c. Identify available community resources and linkages to social service agencies that support education and healthy child development
- d. Interpret and clarify the purpose and needs of the school system, as well as district programs and services, reports plans, events, and activities of interest to the Board, staff, students, and the general public
- e. Establish necessary procedures for referral and cooperative planning with other children's services agencies
- f. Maintain contact and good relations with local media
- g. Represent the district at local, state, and national professional meetings
- h. Liaise with professional, civic, volunteer, and other community agencies and groups having an interest in the schools
- i. Solicit community opinions regarding school and education issues
- j. Provide for the timely completion of annual district and school-level reporting and planning requirements including school report cards, pupil performance objectives and a quality assurance report to the public

#### **5. Board Responsibilities**

- a. Provide leadership in the implementation of the district's vision, mission, and goals
- b. Serve as executive officer of the Board with such powers and duties as the Board prescribes
- c. Act as the authorized representative of the district as required
- d. Prepare and recommend short- and long-range plans for Board approval and implement those plans when approved
- e. Attend all regular and special meetings of the Board, and participate in a professional leadership role
- f. Designate an administrative staff member to serve in his or her absence at Board meetings when appropriate.
- g. Know Board policy and respect the policymaking authority and responsibility of the Board
- h. Be responsible for the dissemination of board decisions to school employees and the general public
- i. Keep the Board informed of activities and any issues that may arise
- j. Keep the Board informed regarding developments in other districts or at state and national levels that would be helpful to the district
- k. Advise the Board on federal and state law, administrative rules, and Board policy pertaining to schools
- l. Prepare, in conjunction with the Board Chair, agenda recommendations relative to all matters requiring Board action, including all facts, information, options, and reports needed to assure informed decisions
- m. Provide advice and counsel to the Board on matters before it
- n. Recommend the adoption of policies and procedures regarding appropriate training for Board members
- o. Be responsible for the annual calendar for adoption by the Board



## 6. Policy Development

- a. Create rules, procedures, and forms and give such instructions to school employees and students to implement Board policy
- b. Advise the Board on the need for new and revised policies
- c. Supervise the effective implementation of all federal and state law, administrative rules, and Board policy
- d. Supervise the efficient maintenance and dissemination of all Department of Education policy documents
- e. Act on his or her own discretion as needed in any matter not covered by Board policy, report such action to the Board as soon as practicable, and prepare a draft policy to address the issue for the Board to review, modify, and adopt

## 7. Other

- a. Ensure that all local, state, and federal standards for the health and safety of students and staff are maintained and that required reports are maintained
- b. Be responsible for all federal programs
- c. Assume responsibility for his or her continuing professional growth and development by such efforts as attendance of professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications
- d. Seek assistance should emergencies arise
- e. Represent the school district in a positive manner
- f. Know and follow school district policy and chain of command
- g. Gain approval of monthly travel calendar by school board chair
- h. Perform other duties as assigned

### Evaluation:

- Performance of this position will be evaluated annually by the Board of Trustees in conformance with district policy and Section 33-513, Idaho Code.

### Terms of Employment:

- **\*\*Required for districts other than elementary districts\*\***
- Employment contract not to exceed three years.

**Note:** All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.

### Cross Reference:

5205 Job Descriptions

### Legal Reference:

I.C. § 33-512 Governance of Schools

I.C. § 33-513 Professional Personnel

I.C. § 33-515 Issuance of Renewable Contracts

I.C. § 33-1201 Certificate Required

I.C. § 33-1210 Information on Past Job Performance IDAPA

08.02.026 Administrator Certificate

### Policy History:

Adopted on:

Reviewed on:

Revised on: 2/16/17, 4/2020

## **TITLE: Building Principal**

### Qualifications:

1. Idaho Administrative Certificate endorsed for school principal
2. Minimum experience as determined by the Board
3. Strong background in curriculum, supervision, discipline, team building, and technology
4. Excellent leadership, interpersonal, and communication skills
5. Excellent organizational skills
6. Able to work under pressure and deadlines
7. Maintain confidentiality of staff and students

### Primary Responsibility To:

- Superintendent and Superintendent's designee and/or Board of Trustees

### Job Summary:

- To provide leadership and managerial oversight to the instructional program and school operations. To promote the educational development of each student.

### Major Duties and Responsibilities:

#### **1. School Leadership**

- a. Be responsible for the management of the school in accordance with federal and state law, administrative rules, and Board policy
- b. Initiate, design, and implement programs to meet the specific needs of the school
- c. Exercise leadership in school-level planning for improvement of instruction
- d. Establish and maintain an effective learning climate in the school
- e. Collaborate with transportation, custodial, cafeteria, and other support services
- f. Communicate information to parents and the community that is required by federal and state law, administrative rules, and Board policy
- g. Act as a liaison between the school and the community (including all ethnic groups), interpreting activities and policies of the school and encouraging community participation in school life
- h. Report incidents of violence, vandalism, and substance abuse immediately
- i. Work cooperatively with law enforcement authorities in maintaining a safe and drug-free school environment
- j. Plan, schedule, and supervise fire and other emergency drills and an emergency preparedness program as required by federal and state law, administrative rules, and Board policy
- k. Greet and interact with parents and visitors, as appropriate

#### **2. Supervision and Evaluation of School Staff**

- a. Assist in the recruiting, screening, hiring, training, assigning, and evaluating of the school's personnel. Recommend finalists for hiring and reassignment to the superintendent and the Board of Trustees
- b. Ensure that all teaching staff members fulfill continuing professional development requirements and receive in-service training required by federal and state law, administrative rules, and Board policy
- c. Supervise all professional, paraprofessional, administrative, and non-professional personnel assigned to the school
- d. Ensure that student teachers are provided with direct assistance, including assistance regarding the purpose, expectations, and procedures involved in the evaluation process. This

assistance should include close clinical supervision

- e. Evaluate and counsel all staff members regarding their individual and group performance in accordance with district policy, and prepare written comments and offer constructive suggestions for improvement when appropriate
- f. Delegate responsible personnel for the supervision of the school in his or her absence
- g. Conduct staff meetings as necessary for the proper functioning of the school
- h. Recommend the removal of teachers whose work is unsatisfactory, according to established procedures

### **3. Curriculum, Instruction, and Contact with Students**

- a. Supervise the school's educational program and teaching process
- b. Monitor delivery of the instructional program
- c. Be responsible for overseeing the scheduling of students into classes, establishing the schedule of class offerings, and maintaining a balance of student loads in each class
- d. Assist in the selection of appropriate instructional materials
- e. Plan, organize, supervise, and evaluate all curricular and extracurricular activities
- f. Develop and maintain a master schedule for the academic and extracurricular programs, and work cooperatively with the business manager to schedule community use of the school building and grounds
- g. Assume responsibility for the attendance, conduct, and health of the students
- h. Greet students in a friendly and dependable manner during their morning arrival whenever possible
- i. Supervise the dismissal of students at the end of the school day
- j. Interact appropriately with students during the school day
- k. Maintain high standards of student conduct and enforce the district's discipline policy in accordance the students' rights to due process
- l. Keep records of any disciplinary action. Perform follow-up communication with students' parents, teachers, and other administrators as needed
- m. Develop and implement student handbooks and procedures for proper student conduct
- n. Participate in the planning and delivery of intervention and referral services for pupils who are having difficulty in their classes and who have not been classified in need of special education
- o. Provide guidance to individual students and individual behavioral problems
- p. Attend special events held to recognize student achievement and other school-sponsored activities and functions, and speak with clarity, authority, and appropriate earnestness at such events
- q. Plan and supervise regularly scheduled parent/teacher conferences
- r. Make arrangements for special conferences as necessary
- s. Maintain an active relationship with students and parents based on respect and understanding
- t. Actively pursue all cases of truancy and excessive absences and tardies

### **4. Financial and Office Management**

- a. Ensure the proper collection, safekeeping, and accounting of school activity funds
- b. Initiate and supervise development of the annual budget, providing opportunity for staff input
- c. Establish and maintain an efficient office system to support the administrative functions of the school
- d. Supervise the safekeeping of accurate student and personnel files and other confidential records and documents, including records on the progress and

attendance of students

- e. Ensure the destruction of public records in accordance with federal and state law, administrative rules, and Board policy
- f. Supervise the preparation of all school reports, records, and other paperwork for the district office, and other reports required or appropriate to the school's administration
- g. Participate in administrative, Board, and other meetings as required or appropriate
- h. Keep appropriate personnel informed of the school's activities, needs, and any issues that may arise
- i. Work cooperatively with central office staff on matters relating to the school and the district
- j. Provide for adequate inventories of property under school jurisdiction and for the security of that property

**5. Other**

- a. Assume responsibility for the safety and administration of the school building and grounds
- b. Be responsible for all keys issued to personnel in his or her building
- c. Assume responsibility for his or her continuing professional growth and development by such efforts as attendance of professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications
- d. Adhere to The Code of Ethics for Idaho Professional Educators adopted by the Professional Standards Commission and the State Board of Education
- e. Seek assistance should emergencies arise
- f. Represent the school district in a positive manner
- g. Know and follow school district policy and chain of command
- h. Perform other duties as assigned

Evaluation:

- Performance of this position will be evaluated annually by the superintendent and the superintendent's designee in conformance with district policy; Section 33-513, Idaho Code; and IDAPA 008.02.02.121

Terms of Employment:

- Employment contract not to exceed two years

**Note:**

All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.

Cross Reference:

5205 Job Descriptions

Legal Reference:

I.C. § 33-512 Governance of Schools

I.C. § 33-513 Professional Personnel

I.C. § 33-515 Issuance of Renewable Contracts

I.C. § 33-1201 Certificate Required

I.C. § 33-1210 Information on Past Job Performance

IDAPA 08.02.02.026.01 School Principal Endorsement (Pre-K-12)

IDAPA 08.02.02.121 Local District Evaluation Policy—School Principal

Policy History:

Adopted on:

Reviewed on: 4/2020

Revised on: 02/16/17

**Employment Restrictions for Administrative Personnel**

**6310**

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:

1. Deducted from vacation time;
2. Granted as additional personal leave as specified by board policy; or
3. 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 on: 12/13/04

Reviewed on:

Revised on: 4/2020

## **Evaluation of Administrative Staff**

**6320**

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. Measures of growth in student achievement as determined by the Board and may be included as an optional measure on the evaluation.

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 a reasonable time 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 on: 12/13/04

Reviewed on:

Revised on: 3/10/2020

## **Professional Growth and Development**

**6330**

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 is 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 on: 12/13/04

Reviewed on: 3/10/2020

Revised on:



## **Principals**

**6400**

Principals are the chief administrators of their assigned schools. The primary responsibility of Principals is to supervise the operation and management of their assigned schools. They shall be under the direct supervision of the Superintendent. The majority of the Principals' 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 and teachers. Principals 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 Principals**

Each principal shall receive at least one written evaluation to be completed no later than June 1<sup>st</sup> for each annual contract year of employment. Each principal 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 Principal Evaluation Program is designed to:

1. Maintain or improve each principal'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 principal's further training and professional development;
3. Assure considered opinion of a principal'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 principal's capabilities;
6. Provide an opportunity for each principal to discuss job problems and interests with the Superintendent; 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 shall have the responsibility for administering and monitoring the District's Principal 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 principals in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation;
2. Creating a plan for ongoing review of the District's Principal Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
3. Creating a procedure for remediation for principals that receive evaluations indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of principals 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.

5. Completing Principal Evaluation annually, ensuring proper safeguards, and filing completed evaluations; and
6. Completing training on the District's Performance Evaluation Program.

## Written Evaluation

A written evaluation will be completed for each principal by the Superintendent no later than June 1<sup>st</sup> for each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Superintendent. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Superintendent and the principal 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:** Principals 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 principal 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 principal articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The principal 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 principal 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 principal advocates for education, the District and school, teachers, parents, and students and engenders school support and involvement.

**Domain 2: Collaborative Leadership:** The principal 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 principal uses research and/or best practices in student achievement, instructional programs, and improving the education program.

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

**Domain 3: Instructional Leadership:** The principal 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 principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The principal seeks and implements innovative and effective solutions that comply with general and special education law;

2. **Instructional Vision:** The principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The principal 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 principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention:** The principal 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 any as its measure(s) 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 or both years of data.

#### 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. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.

#### Communicating Evaluation Results

Each evaluation shall include a meeting between the Superintendent and principal wherein the Superintendent will:

1. Discuss the evaluation with the principal, emphasizing strong and weak points in job performance. Commend the principal for a job well done if applicable and discuss specific

corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the principal to reach before the next performance evaluation.

2. Allow the principal to make any written comments he or she desires. Inform the principal 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 principal 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 the principal 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 principal 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 within seven days, the Superintendent shall provide the principal with a written response within ten working days either amending the evaluation as requested by the principal or stating the reason(s) why the Superintendent will not be amending the evaluation as requested.

If the Superintendent chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal's personnel file.

If the Superintendent chooses not to amend the evaluation as requested by the principal then the evaluation along with the written rebuttal/appeal, and the Superintendent's response, if any, will be retained in the principal'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 to not renew a principal's contract the District will comply with the requirements and procedures established by State law.

### Records

Permanent records of each principal evaluation will be maintained in the principal's 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.

Head teachers, under the authority of the Principal, shall perform day-to-day administrative duties as needed.

Legal Reference:

I.C. § 33-513 Professional personnel

I.C. § 33-518 Employee Personnel Files

I.C. § 33-1001 Definitions

IDAPA 08.02.02.121 Local District Evaluation Policy – School Principal

Policy History:

Adopted on: 12/13/04

Reviewed on:

Revised on: 4/2020

**Parent or Guardian Input Form—Principal Evaluation**

**6400F**

Principal: \_\_\_\_\_  
School Year: \_\_\_\_\_

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**Instructions:**

Please complete the evaluation by circling the most appropriate number.

This form should be given to personnel at the Challis School District Office or mailed to:

Challis School District  
Principal Evaluation  
P.O. Box 304  
Challis, Idaho 83226

Only one form should be completed by each parent for this principal for each school year.

If a parent has a concern or wishes to more directly address a specific issue, please understand that this form alone will not directly address the parental concern. The parent should raise the concern with the principal or Superintendent.

Please offer specific comments when possible. Specific comments will be considered in the preparation of the principal’s evaluation and will aid both the District and the principal in addressing performance.

Area of Evaluation	Agree	Disagree					Don't know
Works with parents, staff, and students in development and promotion of the school's vision.	1	2	3	4	5	0	
	Comment:						
Promotes and maintains high standards of academic excellence for the performance of students and staff.	1	2	3	4	5	0	
	Comment:						
Manages all aspects of the school to ensure a positive educational experience for all students.	1	2	3	4	5	0	
	Comment:						

<p>Listens to community members, parents, and students and timely responds to their concerns.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Treats students and adults with respect.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Communicates with community members accurately.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Shows awareness/understanding of developmental characteristics of different age groups. Acts with an understanding of social, racial, cultural, political, and economic forces that influence a positive school environment.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Encourages parental involvement in the educational process.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Is a positive advocate for students.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>



<p>Is a strong and visible leader of the school.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Effectively coordinates school programs that promote student involvement, education, safety, growth, and development of responsibility.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Administers student discipline fairly and consistently.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Maintains a school climate that welcomes parents, families, and community members and invites their participation. Encourages teachers to provide opportunities to engage families to assist in student learning.</p>	<p>1   2   3   4   5                      0</p> <p>Comment:</p>
<p>Have you personally met with the principal?</p>	<p>YES    NO</p>
<p>Have you had any reason to visit the principal's office?</p>	<p>YES    NO</p>
<p>Were you satisfied that your concerns were addressed?</p>	<p>YES    NO</p>

Any additional comments you wish to share not covered by the above questions (please feel free to attach a separate page):

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Please complete and sign the form and place it in a sealed envelope.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Telephone No.: \_\_\_\_\_