

6000 – ADMINISTRATION

POLICY - 6000 SERIES  
ADMINISTRATION

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## **TROY SCHOOL DISTRICT #287**

### **6000 – ADMINISTRATION**

#### **Goals**

**6000**

The Superintendent of Schools is the executive officer of the Board of Trustees and the administrative head of all divisions and departments of the school system. The Superintendent is directly responsible to the Board for the execution of its policies, for the faithful and efficient observance of its rules by all employees throughout the system, and for the enforcement of all provisions of the law relating to the operation of the schools.

The administration consists of the Superintendent and District Clerk, and those certificated and classified employees who manage budget areas and report directly to the Superintendent.

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

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

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

#### **Legal Reference:**

I.C. 33-506

I.C. 33-513 Professional personnel

#### **Policy History:**

Adopted on: 1/8/07

Revised on: 11/10/08

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**Administrator Appointment**

**6010**

All certificated District administrators will be employed using the appropriate contract approved by the State Superintendent of Public Instruction, and will be properly certified for the position.

Benefit-eligible Certificated District administrators receive employee benefits on the same basis as faculty members. These benefits include Sick Leave, Membership in the Certificated Sick Leave Bank, Personal Leave, Bereavement Leave, Civic (Emergency) Duty Leave, and Reimbursement for College Credit.

Legal Reference:

- I.C. 33-513 Professional personnel
- I.C. 33-1201

Policy History:

- Adopted on: 1/8/07
- Revised on: 11/10/08, 7/6/09, 4/12/10

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**Acting Administrator**

**6015**

Any certificated District employee may be designated by the Board of Trustees, Superintendent, or Principal (as appropriate) to serve as Acting Superintendent or Acting Principal while the incumbent is unavailable. Such appointee shall have the same duties, responsibilities, and protections as the regular administrator unless informed of limitations upon appointment.

Policy History:

Adopted on: 6/8/09

Revised on:

## **TROY SCHOOL DISTRICT #287**

### **6000 – ADMINISTRATION**

#### **Superintendent**

**6100**

The Board shall employ a Superintendent of Schools for a term not to exceed three (3) years.

#### **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. Delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action which was delegated.

#### **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 Board, which are consistent with the District's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement.

#### **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.

The Superintendent's contract shall be reviewed at the regular Board meeting each January and, if approved, may be extended for not less than one (1) additional year beyond the established expiration date of the contract.

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**Superintendent (continued)**

6100

Legal Reference:

I.C. 33-513 Professional personnel

I.C. 33-515

I.C. 33-1201

Policy History:

Adopted on: 1/8/07

Revised on: 11/10/08, 10/10/11

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**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: 11/10/08

Revised on:

## **TROY SCHOOL DISTRICT #287**

### **6000 – ADMINISTRATION**

#### **Appointment, Qualifications, and Duties of Administrative Staff Other Than Superintendent**

6300

##### Qualifications

All certificated 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.

##### Appointment

Certificated administrators shall be placed on a one (1) year or two (2) year written contract approved by the State Superintendent of Public Instruction. Service performed under such contract shall be included in meeting the renewable contract provisions set forth in Idaho Code Section 33-515.

The Superintendent shall make recommendations to the Board regarding each respective Principal's contract. The Board shall notify any Principal prior to May 15th if it intends to decline to extend the contract.

##### 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.

##### Compensation and Benefits

Each principal will be paid an annual salary as determined by the board and will receive not less than the same leave, insurance and other benefits as received by other certificated personnel.

##### 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.



**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**Appointment, Qualifications, and Duties of Administrative Staff Other Than Superintendent (continued)**

6300

Legal Reference:

I.C. 33-513 Professional personnel.  
I.C. 33-515  
I.C. 33-1201

Policy History:

Adopted on: 1/8/07  
Revised on: 11/10/08, 7/12/10

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**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: deducted from vacation time; granted as additional personal leave as specified by Board policy; or that time prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

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

Policy History:

Adopted on: 11/10/08

Revised on:

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**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. For building-based school administrators such evaluation, except for that of the Superintendent, will include a section for input received from parents or guardians. Parental or guardian input forms will be made available during annual parent academic orientation events, and on request.

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.

Evaluations will take place annually for certificated administrators prior to April 1 of each school year.

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

**Legal Reference:**

I.C. 9-340, *et seq.*

I.C. 33-513

I.C. 33-518 Employee Personnel Files

**Policy History:**

Adopted on:    1/8/07

Revised on:    11/10/08, 10/10/11

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

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

**Policy History:**

Adopted on: 11/10/08

Revised on:

**TROY SCHOOL DISTRICT #287**

**6000 – ADMINISTRATION**

**Reassignment of Administrative Employees**

**6340**

The Board has the right to reassign administrative employees on a contract to non-administrative positions with appropriate reduction of salary from preexisting salary levels. In the event the Board reassigns an administrative employee to a non-administrative position, the Board will give the employee written notice with a statement of the reasons for the reassignment. The employee, upon written request to the Board, will be entitled to an informal review of that decision.

For the purposes of this policy, “administrative employees” are defined as all certificated staff in administrative or supervisory positions within this district (i.e., Principal, Assistant Principals, Director of Special Services, etc.). This definition does not include the Superintendent.

The District will follow the procedure for informal review set forth in Policy 5385, *Dismissal of Certificated Employees*.

Legal Reference:

I.C. 33-515

Policy History:

Adopted on: 1/8/07

Revised on: 11/12/07, 11/10/08

Principals

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, students, 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

The individuals assigned this responsibility shall have received training in administrator

evaluations based on the statewide framework for evaluations.

### Written Evaluation

A written summative evaluation will be completed for each 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 **1, 2, 3, and 4** 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 both years of data. Growth in student achievement may be considered as an optional measure for all other school-based and District-based administrators, as determined by the Board.

#### Proof of Proficiency in Teacher Evaluations

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

#### 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.

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: 1-8-07

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