

ADMINISTRATION

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ROLE OF SCHOOL DISTRICT ADMINISTRATION

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

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

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

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

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

Approved 11/9/92 Reviewed 10/18/21 Revised 11/13/95

MANAGEMENT

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

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

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

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

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 301 Administrative Structure

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SUPERINTENDENT QUALIFICATIONS, RECRUITMENT, APPOINTMENT

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

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

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

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

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

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

Approved 7/10/89 Reviewed 10/18/21 Revised 09/8/08

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SUPERINTENDENT CONTRACT AND CONTRACT NONRENEWAL

The length of the contract for employment between the superintendent and the board shall be determined by the board. The contract will begin on July 1 and end on June 30. The contract shall state the terms of employment.

The first two years of a contract issued to a newly employed superintendent shall be considered a probationary period. The board may waive this period or the probationary period may be extended for an additional year upon the consent of the superintendent. In the event of termination of a probationary or nonprobationary contract, the board shall afford the superintendent appropriate due process, including notice by May 15. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

If a superintendent's contract is not being renewed by the board, the contract will be extended automatically for additional one-year periods beyond the end of its term until it is modified or terminated as mutually agreed to by the parties or until the superintendent's contract is terminated consistent with statutory termination procedures.

It shall be the responsibility of the board to provide the contract for the position of superintendent.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with board policies dealing with retirement, release or resignation.

Legal Reference: Cook v Plainfield Community School District, 301 N.W.2d 771 (Iowa App. 1980).
Board of Education of Fort Madison Community School District v. Youel, 282 N.W.2d 677
(Iowa 1979).
Briggs v Board of Directors of Hinton Community School District, 282 N.W.2d 740 (Iowa
1979).
Luse v. Waco Community School District of Henry Co., 258 Iowa 1087, 141 N.W.2d 607
(1966).
Iowa Code §§ 21.5(1)(i); 279.20, .22-.25 (1995).
281 I.A.C. 12.4(4).

Cross Reference: 302 Superintendent

Approved 11/13/95 Reviewed 10/18/21 Revised

SUPERINTENDENT SALARY AND OTHER COMPENSATION

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

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

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

Legal Reference: Iowa Code §§ 279.8, .20 (1995).
1984 Op. Att'y Gen. 47.

Cross Reference: 302 Superintendent

Approved 11/13/95 Reviewed 10/18/21 Revised

SUPERINTENDENT DUTIES

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

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

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

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent's employment or salary is under consideration, and makes recommendations affecting the school district;
- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;
- Makes and records assignments and transfers of all employees pursuant to their qualifications;

SUPERINTENDENT DUTIES

- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with board policies;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Responsible for scheduling the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings; and,
- Performs other duties as may be assigned by the board.
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board.
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects.

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

Legal Reference: Iowa Code §§ 279.8, .20 (1995).
281 I.A.C. 12.4(4).

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

Approved 7/10/89 Reviewed 10/18/21 Revised 11/13/95

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SUPERINTENDENT EVALUATION

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. At a minimum, the board will formally evaluate the superintendent on an annual basis. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent. This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities and competence.

The superintendent will be an educational leader who promotes the success of all students by:

- Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.
- Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.
- Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
- Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Professional Community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.
- Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
- School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

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The formal evaluation will be based upon the following principles:

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

SUPERINTENDENT EVALUATION

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

Cross Reference: 212 Closed Sessions
302 Superintendent

Approved 7/10/89 Reviewed 10/18/21 Revised 10/18/21

Iowa Superintendent Evaluation: A Growth Model

Summative Evaluation

Developed by and for Iowa school leaders by the Iowa Association of School Boards and the School Administrators of Iowa to be used in conjunction with the *Superintendent Evaluation Resource Guide: Promoting Professional Growth Through a Systems Approach*.



Available on-line: www.ia-sb.org and www.sai-iowa.org
November 2007

Approved 07/13/09 Reviewed 10/18/21 Revised _____

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Superintendent - Summative Evaluation

At the end of the year, the board should have an agenda item for the formal summative evaluation of the superintendent. Part II includes a final form to be placed in the superintendent's personnel file.

Standard #1: A superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Sample Performance Indicators

- 1.1 Sets priorities which evidence shows result in improved student achievement.
- 1.2 Articulates a vision of high expectations for teaching and student learning, and promotes school improvement to get there.
- 1.3 Sets an example for gathering, analyzing and using district data for decision-making.

Supporting Evidence/Comments: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 (Circle Appropriate Response)
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Standard #2: A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Sample Performance Indicators

- 2.1 Provides leadership for annually assessing and setting priorities on student and district needs and providing structures for improvement.
- 2.2 Uses data to determine needs and oversee provision of appropriate professional development to meet needs.
- 2.3 Continually learning about and applying new developments in education.
- 2.4 Provides leadership encouragement, opportunities, and structures for all staff to continually improve teaching and learning.

Supporting Evidence/Comments: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 (Circle Appropriate Response)
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Standard #3: A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

Sample Performance Indicators

- 3.1 Provides direction and support for periodic review of plans, policies and procedures and their impact on student learning.
- 3.2 Monitors distribution of district resources based on the district's school improvement plan.
- 3.3 Evaluates performance of staff, takes appropriate follow-up action and supports improvement.
- 3.4 Effectively manages district budget, facilities and staff in ways that maximize improved student learning.

Supporting Evidence/Comments: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 (Circle Appropriate Response)
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Standard #4: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Sample Performance Indicators

- 4.1 Provides leadership for improving parent/student/community involvement in the schools.
- 4.2 Promotes, demonstrates, and supports clear two-way communication for district priorities at all levels of the community school district.
- 4.3 Provides community service and leadership for developing a positive rapport between the schools and the community.

Supporting Evidence/Comments: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 (Circle Appropriate Response)
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Standard #5: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Sample Performance Indicators

- 5.1 Conducts oneself in an ethical, fair, trustworthy and professional manner.
- 5.2 Establishes practices to promote personal, physical and emotional health.
- 5.3 Demonstrates respect for diversity in students, staff and programs.

Supporting Evidence/Comments: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 <i>(Circle Appropriate Response)</i>
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Standard #6: A superintendent is an educational leader who promotes the success of all students by understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context.

Sample Performance Indicators

- 6.1 Serves as an articulate advocate to community and legislature for issues beneficial to improved teaching and learning.
- 6.2 Provides leadership for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating appropriate district policies.
- 6.3 Knows and supports the district school improvement plan and accurately reports progress on goals.

Supporting Evidence/Comments: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 <i>(Circle Appropriate Response)</i>
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Overall Consideration of Standards

Of the standards listed, which is the superintendent's greatest strength? How does this strength directly contribute to district goals?

Of the standards listed, which area of standard achievement is presenting the greatest blocker to the superintendent leading for achievement of district goals?

What supports might the board offer to enhance the superintendent's strengths and promote triumph over existing blockers?

Overall End of Year Summary

**(Place a check (✓) in either the Satisfactory or
Unsatisfactory column for each goal)**

Job Responsibilities	Satisfactory	Unsatisfactory
Overall Standards		
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		
Summative Rating		

Significant Achievements:

Areas for Growth:

Superintendent Comments:

Board Comments:

Superintendent's Signature: _____ Date: _____

Evaluation period: _____, 200_ to _____, 200_

Board President's Signature: _____ Date: _____

SUPERINTENDENT PROFESSIONAL DEVELOPMENT

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

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

The superintendent shall report to the board after an event.

Legal Reference: Iowa Code § 279.8 (1995).
281 I.A.C. 12.7.

Cross Reference: 303.7 Administrator Professional Development
401.7 Employee Travel Compensation

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SUPERINTENDENT CIVIC ACTIVITIES

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

It shall be the responsibility of the superintendent to become involved in school district community activities and events. The board may include a lump sum amount as part of the superintendent's compensation to be used specifically for paying the annual fees of the superintendent for school district community activities and events if, in the board's judgment, the superintendent's participation will further the public purpose of promoting and deriving support for the school district and public education in general. It shall be within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8 (1995).
1990 Op. Att'y Gen. 79.

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

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SUPERINTENDENT CONSULTING/OUTSIDE EMPLOYMENT

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

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

Legal Reference: Iowa Code §§ 279.8, .20 (1995).

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

Approved 11/13/95 Reviewed 10/18/21 Revised

ADMINISTRATIVE POSITIONS

The school district shall have, in addition to the superintendent, other administrative positions: Elementary/Secondary Principal(s). These administrators shall work closely with the superintendent in the day-to-day operations of the school district.

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

Legal Reference: Iowa Code §§ 279.8, .20, .21, .23-.24 (1995).
281 I.A.C. 12.4.

Cross Reference: 301 Administrative Structure
303 Administrative Employees

Approved 7/10/89 Reviewed 10/18/21 Revised 12/08/14

ADMINISTRATOR QUALIFICATIONS, RECRUITMENT, APPOINTMENT

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

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

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

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

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

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

Cross Reference: 303 Administrative Employees

Approved 7/10/89 Reviewed 10/18/21 Revised 09/08/08

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ADMINISTRATOR CONTRACT AND CONTRACT NONRENEWAL

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

The first two years of a contract issued to a newly employed administrator shall be considered a probationary period. The board may waive this period. The probationary period may be extended for an additional year upon the consent of the administrator. In the event of termination of a probationary or nonprobationary contract, the board shall afford the administrator appropriate due process, including notice by May 15. The administrator and board may mutually agree to terminate the administrator's contract.

If an administrator's contract is not being renewed by the board, the contract will be extended automatically for additional one-year periods beyond the end of its term until it is modified or terminated as mutually agreed to by the parties or until the administrator's contract is terminated consistent with statutory termination procedures.

It shall be the responsibility of the superintendent to create a contract for each administrative position.

Administrators who wish to resign, to be released from a contract, or to retire, must comply with board policies regarding the areas of resignation, release or retirement.

Legal Reference: Cook v Plainfield Community School District, 301 N.W.2d 771 (Iowa App. 1980).
Board of Education of Fort Madison Community School District v Youel, 282 N.W.2d 677 (Iowa 1979).
Briggs v Board of Education of Hinton Community School District, 282 N.W.2d 740 (Iowa 1979).
Iowa Code §§ 279.20, .22-.25 (1995).
281 I.A.C. 12.4(4), 4(7).

Cross Reference: 303 Administrative Employees

Approved 7/10/89 Reviewed 10/18/21 Revised 11/13/95

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ADMINISTRATOR SALARY AND OTHER COMPENSATION

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

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

Legal Reference: Iowa Code § 279.21 (1995).
1984 Op. Att'y Gen. 47.

Cross Reference: 303 Administrative Employees

Approved 11/13/95 Reviewed 10/18/21 Revised _____

ADMINISTRATOR DUTIES

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

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

- Cooperate in the general organization and plan of procedure in the school under the principal's supervision;
- Supervision of the teachers in each principal's attendance center;
- Maintain the necessary records for carrying out delegated duties;
- Work with the superintendent in rating, recommending and selecting supervised employees whenever possible;
- Work with the superintendent in determining the education program to be offered and in arranging the schedules. As much of the schedule as possible should be made before school closes for summer vacation. In the matter of courses offered, the final approval rests with the superintendent who is in turn responsible to the board;
- Ensure that proper care is taken of all school books, supplies, materials, equipment, furniture and facilities;
- Instruct teachers to make a complete annual inventory of all school property contained in their individual rooms. This inventory shall be reviewed and filed with the board secretary;
- Investigate excessive cases of absence or tardiness of students and notify the parents or guardians of unexcused absence or tardiness. All such cases shall be reported to the superintendent;

ADMINISTRATOR DUTIES

- Make such reports from time to time as the superintendent may require;
- Maintain the regular schedule of school hours established by the board and make no temporary changes in the schedule without the consent of the superintendent;
- Promptly notify the superintendent whenever ventilation, sanitation or heating of the building is unsatisfactory;
- Contribute to the formation and implementation of general policies and procedures of the school;
- Perform such other duties as may be assigned by the superintendent of schools.

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

Legal Reference: Iowa Code §§ 279.8, .21 (1995).
281 I.A.C. 12.4(5), .4(6), .4(7).

Cross Reference: 301 Administrative Structure
303 Administrative Employees

Approved 7/10/89 Reviewed 10/18/21 Revised 11/13/95

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ADMINISTRATOR EVALUATION

The Janesville Consolidated School District will conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. At a minimum, the Superintendent will formally evaluate the administrators annually. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, ensure student learning goals of the school district are met, promote growth in effective administrative leadership for the school district, clarify the administrator's role as defined by the board and the superintendent, assess administrator competence in the Iowa Standards for School leaders, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent and the administrator. This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities and competence.

The superintendent is responsible for designing an administrator evaluation instrument to assess, among other things, the administrator's competence in meeting the Iowa Standards for School Leaders and the goals of the administrator's individual professional development plan. The formal evaluation will include written criteria related to the job description and the Iowa Standards for School Leaders. The superintendent, after receiving input from the administrators, will present the formal evaluation instrument to the board for approval.

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

The principal will be an educational leader who promotes the success of all students by:

- Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.
- Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.
- Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
- Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Professional community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.
- Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
- School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

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

ADMINISTRATOR EVALUATION

Legal Reference: Iowa Code §§ 279.8, .21-.23A.
281 I.A.C. 12.3(3); ch 83.

Cross Reference: 303 Administrative Employees

Approved 7/10/89 Reviewed 10/18/21 Revised 10/18/21

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Principal Leadership

Performance

Review

A Systems Approach

Developed by and for Iowa School Leaders

with support from the School Administrators of Iowa and The Wallace Foundation

This document is designed to be a tool to help local school leaders develop powerful growth goals. It is a working document and subject to periodic updates. Local districts are encouraged to adapt these processes to meet their specific need.

June 2008

Approved _____ Reviewed 10/18/21 _____ Revised _____

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Principal Performance Review: A Systems Approach

Introduction

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

Principal evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the principal and his/her supervisor can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adopted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that principals be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation the law requires an annual formative assessment around the principals' Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Individual Professional Development Plan (IPDP) attainment, and other supporting documentation.

Operating Principles

A comprehensive principal performance review process must:

1. Align with the Iowa School Leadership Standards and Criteria

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

2. Be intended to acknowledge strengths and improve performance.

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

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

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

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

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

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

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

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

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

7. Be ongoing and connected to school improvement goals.

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

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

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

Timelines for Principal Leadership Performance Review

<u>SUGGESTED TIMELINE</u>	<u>ACTION</u>
Late Spring	<ol style="list-style-type: none">1. Principal and superintendent/designee clarify vision, mission and district goals.2. Superintendent/designee and principal will review job description and performance review process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
Early Summer	<ol style="list-style-type: none">3. Principal in collaboration with superintendent develops Professional Development Plan. Goals should be measurable and attainable. Writers can use processes such as QIC decide or SMART goals, etc. To identify goal targets. (Sample goals can be found on SAI's website under "Resources" @ www.sai-iowa.org)
Prior to the Start of School	<ol style="list-style-type: none">4. Review processes and forms with new administrators.
Quarterly or Early Winter	<ol style="list-style-type: none">5. Principal and supervisor discuss progress reports regarding Individual Professional Development Plan goals.
Early Spring	<ol style="list-style-type: none">6. Principal completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee.7. The official performance review document(s) is shared, clarified and discussed with the principal. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential, personnel record8. A copy of the final written performance review form is placed in the principal's personnel folder.

Principal Performance Standards and Criteria

PART I - JOB RESPONSIBILITIES

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

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - Participates in planning process to establish measurable goals with all stakeholders.
 - Collects a variety of types of data in student learning to guide goal development.
 - Uses an established procedure to collaboratively analyze and interpret data.
 - Ensures that a comprehensive planning process is in place and followed.
- 1b. Uses research and/or best practices in improving the education program.
 - Demonstrates knowledge of current research and best practice.
 - Provides staff with information and/or examples of current research and best practices.
 - Builds goals based on current research and best practice about high quality instructional programs.
 - Systematically engages teachers and staff in discussions about current research and theory.
- 1c. Articulates and promotes high expectations for teaching and learning.
 - Demonstrates understanding of the district's vision and goals.
 - Makes decisions and allocates resources to support building and district goals.
 - Maintains a focus on the implementation of the district's vision and goals.
 - Supports the district's initiatives.
- 1d. Aligns and implements the education programs, plans, action, and resources with the district's vision and goals.
 - Demonstrates understanding of the change process.
 - Systematically plans change efforts to improve student achievement.
 - Uses knowledge of the school, district and community environment to inform planning and actions.
 - Allocates resources to support initiatives and change efforts.
 - Supports staff during the change process.
 - Garner staff and community support for change.
 - Fosters a climate of shared leadership.

Evidence: record of participation in planning, training and other preparation; states rationale for new direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify
- 1e. Provides leadership for major initiatives and change efforts.
 - Demonstrates understanding of the change process.
 - Systematically plans change efforts to improve student achievement.
 - Uses knowledge of the school, district and community environment to inform planning and actions.
 - Allocates resources to support initiatives and change efforts.
 - Supports staff during the change process.
 - Garner staff and community support for change.

- Fosters a climate of shared leadership.
Evidence: record of participation in planning, training and other preparation; states rationale for direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify.

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- 1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
- Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress.
 - Responds to stakeholder questions and/or concerns with information.
- Evidence: include building information in district reports and building newsletters and website; shares information in community meetings; conducts “test talks” with students (shares results and expectations); shares information with non-certified staff so they know/share priorities/plans to others.*

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #1**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement

- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – 3 year comparison
- “State of the School” report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

STANDARD #2: A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 2a. Provides leadership for assessing, developing and improving climate and culture.
 - Facilitates collaborative development of culture and climate goals.
 - Provides and enforces clear structure, rules, and procedures for teachers, staff, and students.
 - Collects data regarding school climate.
 - Works with stakeholders in the development of an action plan to accomplish goals.
 - Fosters a climate in which every student is well known, respected, and cared for.
- 2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - Develops a structure that ensures all students and staff earn recognition for work well done.
 - Communicates accomplishments of staff and students to district stakeholders.
- 2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - Uses observation feedback to assist teachers in the development of effective teaching strategies.
 - Provides conceptual guidance for teachers regarding effective classroom practice.
- 2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
 - Facilitates the collection of data related to curriculum, instruction and assessment.
 - Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
 - Ensures that a rigorous academic program is in place at the school.
 - Ensures that each student is engaged in a rigorous course of study.
 - Ensures that the curricular program is aligned with assessment systems.
 - Ensures that the curricular program is aligned across grades and levels of schooling.
 - Ensures that the regular and special programs (special education, English as a second Language, etc.) are aligned.
- 2e. Evaluates staff and provides ongoing coaching for improvement.
 - Demonstrates an understanding of and applies the Iowa Teaching Standards to evaluation.
 - Maximizes district evaluation process to improve staff performance.
 - Initiates critical conversations about quality teaching.
- 2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - Allocates resources to provide ongoing, job-embedded professional development.
 - Ensures alignment between professional development and improved student learning.
 - Exposes teacher and staff to cutting-edge ideas about effective practices.
 - Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.
- Artifact: Involve teachers and staff in reading articles and books about effective practices.*
- 2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 - Stays informed about current research and theory regarding effective schooling and quality instructional programs.
 - Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance.

2h. Promotes collaboration with all stakeholders.

- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.
- Provides time and opportunities for collaboration.
- Provides meaningful opportunities for students to be engaged in school.

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- Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.

2i. Is easily accessible and approachable to all stakeholders.

- Develops effective means for stakeholders to communicate with administrator.

2j. Is highly visible and engaged in the school community.

- Makes systematic and frequent visits to classrooms, student areas, and activities.
- Interacts with students, parents, and staff in ways that enhance their support for the school.

2k. Articulates the desired school culture and shows evidence about how it is reinforced.

- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school cultures.

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #2**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- School climate surveys
- Serve on a state-wide committee addressing NCLB, Principals' Standards
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Regional job fair brochure (attend with district personnel)
- Faculty meeting agenda (Prof issues and Dev)

- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development

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

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

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 3a. Complies with state and federal mandates and local board policies.
 - Demonstrates awareness of local, state, federal policies and mandates to promote student achievement.
 - Allocates resources to support the compliance of mandates and policies.
 - Implements procedures and structures that support mandates.
- 3b. Recruits, selects, inducts, and retains staff to support quality instruction.
 - Uses a variety of methods and resources to recruit highly qualified staff.
 - Follows district procedures for hiring staff.
 - Provides orientation and ongoing support for staff.
 - Implements the district mentoring plan.
- 3c. Addresses current and potential issues in a timely manner.
 - Anticipates issues that may impact the learning environment.
 - Uses knowledge of informal groups and relationships among staff to enhance the learning environment.
- 3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 - Demonstrates an understanding of budgetary policies and procedures.
 - Allocates resources, including technology, to optimize student learning.
 - Maintains day-to-day management of building budget.
- 3e. Protects instructional time by designing and managing operational procedures to maximize learning.
 - Develops building policies and procedures to minimize interruptions and distractions during the school day.
 - Develops a master schedule to optimize instruction and learning.
- 3f. Communicates effectively with both internal and external audiences about the operations of the school.
 - Demonstrates an awareness of district communication plan.
 - Gathers information and input from a variety of sources prior to communicating.
 - Communicates accurate information to appropriate audience in a timely manner.
 - Uses a variety of methods and resources to communicate with stakeholders.

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/>	

**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #3**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation
- Budget management procedures collaboration
- Accreditation visit result

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

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- Involves students, families, and community members in the decision making process to enhance student achievement.
 - Promotes collaborative opportunities to enhance student achievement.
 - Builds partnerships with community groups to support school goals.
- 4b. Promotes and supports a structure for family and community involvement in the education system.
- Establishes system for school and stakeholders to communicate with one another.
 - Collects and uses input/feedback from families and community for decision making.
 - Provides for skill development to family and community to support student learning.
 - Models equity in engaging stakeholders that represent the diversity of the school community.
 - Secures resources from the larger community to support school goals.
- 4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- Collaborates with community agencies in planning to serve the needs of students and address barriers to student learning.
 - Provides structure to assist families in accessing appropriate community resources.
 - Accesses community, health, human and social resources available to students and families
- 4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
- Interacts with parents in ways that enhance their support for student learning.
 - Fosters responsibility among staff to provide welcoming culture for all.
 - Promotes respect for diversity; capitalizes on the diversity of the school community.

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/> <hr/>	

**Possible artifacts a Principal could use to demonstrate proficiency.
Standard #4**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lessons
- Field trips – community support
- Building assistance teams
- School web site hits
- Log of referrals of students and families to community agencies
- Log of placements of students (SPED) in comm. Agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Job shadowing/internships (data)
- Collaboration with higher ed
- Mentors (adults/students)
- School to work
- Social health teams
- School- based health clinics on site
- Examples of parental involvement and input i.e. PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
- Career day brochure
- Teaming w/community agencies, YMCA, Mental Health
- Observations of site council meetings & presentations to the Board of Directors

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

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- 5a. Demonstrates ethical and professional behavior.
 - Adheres to state and federal mandates.
 - Adheres to board policies, district procedures, and contractual obligations.
 - Adheres to professional standards of behavior.
 - Treats people fairly and with respect.
- 5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
 - Portrays a positive attitude about the ability of staff and students to accomplish substantial goals.
 - Supports major initiatives.
 - Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders.
- 5c. Fosters and maintains caring professional relationships with staff.
 - Remains aware of personal needs of teachers and staff.
 - Is informed about significant personal issues in the lives of teachers and staff.
 - Acknowledges significant events in the lives of teachers and staff.
- 5d. Demonstrates appreciation for and sensitivity to diversity in the school community.
 - Stays aware of informal groups and relationships among teachers and staff.
 - Models inclusive hiring practices.
 - Models equity in engaging stakeholders.
- 5e. Is respectful of divergent opinions.
 - Maintains open and effective methods of communication.
 - Encourages minority opinions to be heard.
 - Responds appropriately to school issues as they arise.

Evidence: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating Meets Standard Doesn't Meet Standard
Reflection: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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Possible artifacts a Principal could use to demonstrate proficiency.**Standard #5**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

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

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

- [illegible]

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #6

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

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

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

Job Responsibilities:		Meets Standard	Does not meet Standard
Standard	1		
Standard	2		
Standard	3		
Standard	4		
Standard	5		
Standard	6		

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

_____ Professional Growth Plan

_____ Remediation Target(s)

Principal's Signature: _____ Date: _____

Evaluation Period: 200 ____ to _____, 200 ____

Superintendent or Designee: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name:

School:

District:

AEA:

District or Building FocusStep
1

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

Step
2

Specific School or District Goal (for above general goal area)

Step
3**Specific Leadership Goals***

(1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

**Related
ISSL****Indicators of Progress**

(Document the effect of chosen indicators.)

**Start &
End
Dates****Review
Date(s)****Items discussed during
review**Step
4**Learning Goals***

(1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

**Related
ISSL****Indicators of Progress**

(Document the effect of chosen indicators.)

**Start &
End
Dates****Review
Date(s)****Items discussed during
review**

*Administrators are encouraged to use “SMART Goal” design to develop their goals. See page 2.

Step
5

Supports for Plan Implementation (check all that apply and describe)

☐ Supervisor/Board:

☐ Peer:

☐ Other:

☐ AEA/Regional:

Administrator Signature/Date _____ Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Learning Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the superintendent or designee. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ Date Target Developed: _____

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

Superintendent/Designee Comments:

Principal Comments:

Signatures: _____
Superintendent/Designee Date Principal Date

SAMPLE INSTRUCTIONAL PRINCIPAL'S JOB DESCRIPTION

TITLE: Elementary/Middle/High School Principal

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

REPORTS TO: The Superintendent or Designee

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

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

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

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

JOB RESPONSIBILITIES

1. VISION

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

2. CULTURE AND INSTRUCTIONAL PROGRAM

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

3. MANAGEMENT

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

4. COLLABORATION

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

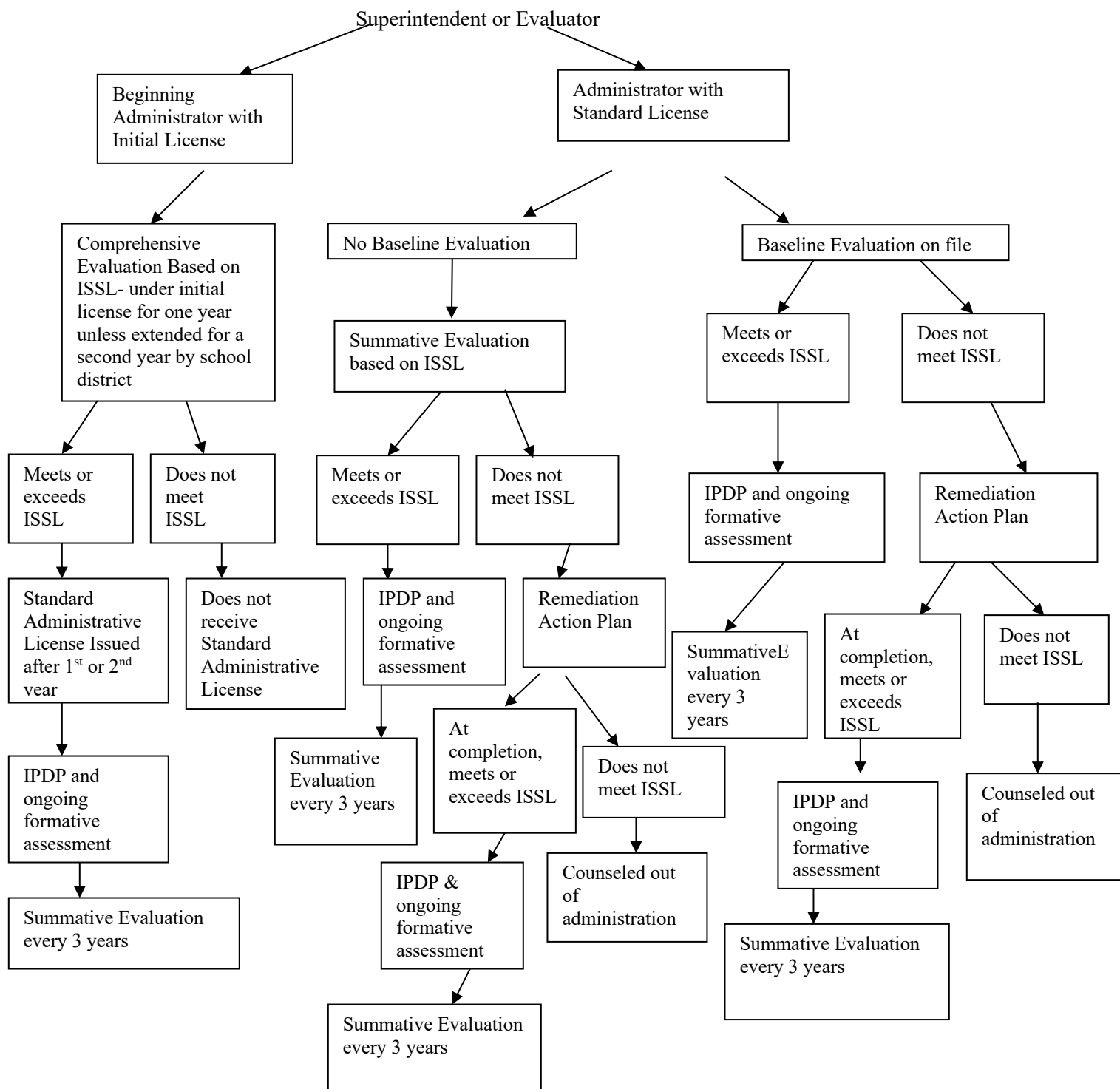
5. ETHICS

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

6. LEARNING COMMUNITY

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

Evaluation Process - Evaluation of Administrators - May 2007
(ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)
IEATPII: Evaluation of Administrators- Module 6: handout 6.3
Best Practice



ADMINISTRATOR PROFESSIONAL DEVELOPMENT

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

It shall be the responsibility of the administrators to arrange their schedules in order to attend various conferences and events in which they are involved. Prior to attendance at an event, the administrator must receive approval from the superintendent.

The administrator shall report to the superintendent after an event.

Legal Reference: Iowa Code § 279.8 (1995).
281 I.A.C. 12.7.

Cross Reference: 302.6 Superintendent Professional Development
401.7 Employee Travel Compensation

Approved 11/13/95 Reviewed 10/18/21 Revised 10/11/10

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ADMINISTRATOR CIVIC ACTIVITIES

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

It shall be the responsibility of the administrators to become involved in school district community activities and events. The board may include a lump sum amount as part of the administrator's compensation to be used specifically for paying the annual fees of the administrator for school district community activities and events if, in the board's judgment, the administrator's participation will further the public purpose of promoting and deriving support for the school district and public education in general. It shall be within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8 (1995).
1990 Op. Att'y Gen. 79.

Cross Reference: 302.7 Superintendent Civic Activities

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ADMINISTRATOR CONSULTING/OUTSIDE EMPLOYMENT

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

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

Legal Reference: Iowa Code §§ 279.8, .21 (1995).

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

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

DEVELOPMENT AND ENFORCEMENT OF ADMINISTRATIVE REGULATIONS

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

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

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

It shall be the responsibility of the superintendent to enforce administrative regulations.

Legal Reference: Iowa Code § 279.8 (1995).

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

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

MONITORING OF ADMINISTRATIVE REGULATIONS

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

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

Legal Reference: Iowa Code §§ 279.8, .20 (1995).

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

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ADMINISTRATOR CODE OF ETHICS

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

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

The professional school administrator:

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

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 404 Employee Conduct and Appearance

Approved 11/13/95 Reviewed 10/18/21 Revised

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT

In the absence of the superintendent, it shall be the responsibility of the other administrators to assume the superintendent's duties. The succession of authority to the superintendent shall be in this order:
Elementary/Secondary Principal, Associate Principal.

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

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

Legal Reference: Iowa Code § 279.8 (1995).
281 I.A.C. 12.4(4).

Cross Reference: 302 Superintendent

Approved 11/13/95 Reviewed 10/18/21 Revised 10/11/10

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

COMMUNICATION CHANNELS

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

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within five (5) working days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within five (5) working days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

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

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 213 Public Participation in Board Meetings
401.4 Employee Complaints
502.4 Student Complaints and Grievances
504.3 Student Publications

Approved 7/10/89 Reviewed 10/18/21 Revised 11/13/95

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY