

EVALUATION OF CERTIFIED EMPLOYEES POLICY 1

Effective evaluation systems recognize, promote, and help develop effective and successful educators. Therefore, Mountain Home School District No. 193 adopts this policy for certificated staff performance evaluations to ensure that all certificated personnel are evaluated on a fair and consistent basis. Multiple measures are utilized in which the evaluation criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction and pupil services applicable national standards.

The evaluation of professional staff is to improve learning for students through effective management, teaching techniques, and strategies that facilitate intellectual growth and to meet the requirements of the Idaho Code Sections 33-513 and 33-515 and IDAPA 120.01.

DEFINITIONS

For the purposes of this policy, the following definitions apply:

“Certificated Instructional Employees,” also referred to as teachers, are those employees who are currently teaching in an Idaho K-12 classroom/school and hold a valid Idaho certificate.

“Certificated Non-Instructional Employees” are those individuals who are required to hold a certificate, but do not meet the definition of instructional employees. Certificated non-instructional employees include those individuals who hold pupil-personnel certificates.

“Measurable student achievement” means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty (80%) percent of the interval of instruction. Measures and targets shall be chosen at the district level or school level in collaboration with the staff member impacted by the measures and applicable district staff. Assessment tools that may be used for measuring student achievement and growth include:

- a. Idaho standards achievement test;
- b. Student learning objectives;
- c. Formative assessments;
- d. Teacher-constructed assessments of student growth;
- e. Pre- and post-tests;
- f. Performance-based assessments;

- g. Idaho reading indicator;
- h. College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
- i. District-adopted assessment;
- j. End-of-course exams;
- k. Advanced placement exams; and
- l. Career technical exams.

“Pupil-Personnel Certificate Holders” are those individuals who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists.

“Nonrenewable Contract Personnel,” also referred to as annual contract employees, are those individuals who have been hired on a Category 1, Category 2, or Category 3 contract.

“Renewable Contract Personnel” are those certificated individuals who have been employed by this district for four (4) or more continuous years.

PURPOSE OF EVALUATION

The purpose for conducting employee evaluations is to improve student achievement by supporting teacher development. Evaluations assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

The evaluation criteria are developed between the administration and teachers within the framework of the Charlotte Danielson professional practice standards used in the evaluation model and sound supervisory techniques. See Formal Summative Evaluation Form & Rubric (443F1), Formal Summative Special Education Evaluation Form & Rubric (443F2), Formal Summative School Counselor/Psychologist Evaluation Form, & Rubric (443F3).

Among the reasons for evaluation are the following:

- a. To help the teachers gain a better understanding of the scope of their duties and responsibilities;
- b. To establish specific long and short term goals toward which efforts can be made to bring about improvements
- c. To relate job targets to day-to-day performance;

- d. To identify early and plan for the kinds of assistance that the teachers most need;
- e. To provide for a follow-up consultation with those whose specialized skills are appropriate to the particular needs of the teacher;
- f. To evaluate progress toward meeting the instructional best practices as outlined in the Charlotte Danielson evaluation model.

EVALUATOR

The building principal or designee will be responsible for the administration and monitoring of the Performance Evaluation Program, and for evaluating certificated instructional staff, certificated non-instructional staff, and pupil-personnel services performance, and will ensure the fairness and efficiency of its execution. All individuals responsible for evaluating certificated instructional staff, certificated non-instructional staff, and pupil-personnel performance will receive training in conducting observations and evaluating effective teacher performance based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018.

The immediate supervisor (evaluator) has the responsibility for:

- a. Continuously observing and evaluating an employee's job performance including a minimum of two (2) documented observations annually for instructional personnel, one (1) of which shall be completed prior to January 1 of each year.
- b. Completing Performance Evaluation Forms as required.
- c. Completing training on the District's Performance Evaluation Program.

Evaluations will include parental/guardian and/or student input, or teacher input or even administrative or board member input. Teachers will be required to show measurable student achievement data. Examples may include, but are not limited to portfolio presentations, test data, student grades, or other suitable measures.

EVALUATION OF TEACHERS

Evaluation is a process, which involves steps and operations. An effective program is continuous and involves observations, conferences, written reports, and recommendations. Evidence on teaching performance is considered in the light of value standards and in terms of the particular situation in which the person being evaluated operates.

The evaluation does not consist merely in collecting evidence or data. Doing so is only one-step in the process. The evidence must itself be evaluated to increase the teacher's competence.

In arriving at a judgment of the value of a teacher's performance, the evaluator considers the objectives of the school system and the teacher's immediate goals aimed at helping to attain those objectives.

EVALUATION CRITERIA

Evaluation criteria are based on the Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction and with regards to Pupil Services, the evaluation will be aligned with the Pupil Service National Standards. In recognition of research into mastery, proficient performance in a domain is meeting proficiency in eighty (80%) percent of the components of that particular domain. These domains are - Planning and Preparation, Classroom Environment, Instruction and Use of Assessments, and Professional Responsibilities (Formal Summative Evaluation Form & Rubric (443F1)); for Special Education, these domains are - Planning and Preparation, Classroom Environment, Instruction and Use of Assessments, and Professional Responsibilities (Formal Summative Special Education Evaluation Form & Rubric (443F2)), and Professional Preparation, Counseling Environment, Counselor Interactions, and Professional Responsibilities (Formal Summative School Counselor/Psychologist Evaluation Form & Rubric (443F3)).

- a. An overall rating of proficient requires meeting proficient or distinguished in eighty (80%) percent of the components and successful demonstration of measurable student achievement.
- b. Any employee receiving an unsatisfactory rating will have an additional evaluation completed during the school year.
- c. All employees are subject to more than one (1) evaluation per contract year at the discretion of the building principal.

PROFESSIONAL PRACTICE

The professional practice standards used in the certificated instructional staff, certificated non-instructional staff, and certificated special education staff evaluation models are based on Charlotte Danielson Framework for Teaching Second Edition. Individual domain and component ratings shall be determined based on a combination of professional practice and student achievement, and at a minimum, will include:

1. Domain 1: Planning and Preparation
 - a. Demonstrating knowledge of content and pedagogy.
 - b. Demonstrating knowledge of students.
 - c. Setting instructional outcomes.
 - d. Demonstrating knowledge of resources.
 - e. Designing coherent instruction.
 - f. Designing student assessments.

2. Domain 2: The Classroom Environment
 - a. Creating an environment of respect and rapport.
 - b. Establishing a culture for learning.
 - c. Managing classroom procedures.
 - d. Managing student behavior.
 - e. Organizing physical space.

3. Domain 3: Instruction and Use of Assessment
 - a. Communicating with students.
 - b. Using questions and discussion techniques.
 - c. Engaging students in learning.
 - d. Using assessment in instruction.
 - e. Demonstrating flexibility and responsiveness.

4. Domain 4: Professional Responsibilities
 - a. Reflecting on teaching.
 - b. Maintaining accurate records.
 - c. Communicating with families.
 - d. Participating in a professional community.
 - e. Growing and developing professionally.
 - f. Showing professionalism.

The professional practice framework for Teaching Second Edition and Pupil Services National Standards, and at a minimum, will include:

1. Domain 1: Planning and Preparation
 - a. Demonstrating knowledge of content and pedagogy.
 - b. Demonstrating knowledge of students' development stages and needs.
 - c. Implements and Assesses Guidance and Counseling Program.

2. Domain 2: The Counseling/Psychology Environment
 - a. Creating a Climate of Respect, Rapport, and Confidentiality
 - b. Promotes Culture for Learning.
 - c. Manages Guidance and Counseling Services.

3. Domain 3: Counseling Interactions
 - a. Demonstrates Clarity of Communication.
 - b. Effectively Utilizes School and Community Resources.
 - c. Facilitates Developmental Guidance Program.
 - d. Consults and Follows Up with Student, Parents, Staff, and Community.
 - e. Demonstrates Flexibility and Responsiveness.

4. Domain 4: Professional Responsibilities
 - a. Maintains Counselor Record Keeping.
 - b. Provides Communication to Families.
 - c. Contributes to a Positive School and District Environment.

- d. Seeks to Grow and Develop Professionally.

MEASURES/SOURCES OF DATA

Professional Practice – 75% of the Evaluation Results

1. At least seventy-five (75%) percent of the evaluation results in the evaluation for all certificated instructional and certificated special education employees will consist of evaluation results based on Professional Practice standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition.
 - a. At least seventy-five (75%) percent of the evaluation results in the evaluation for all certificated pupil-personnel service employees will consist of evaluation results based on the Pupil-Personnel Service National Standards.
2. The measures included within the Professional Practice portion of the evaluation will include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year.
3. At least one of the following will also be included as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:
 - a. Parent/guardian/patron/administrator/board member input;
 - b. Student input; and/or
 - c. Portfolios.
 - d. The District may choose parent/guardian/student/patron/administrator/board member input as its measure(s) to inform the Professional Practice portion.
 - e. The Board shall determine the manner and weight of the parental input, student input, and any other input, and/or portfolios on the evaluation form.

Professional Practice

- a. Teachers maintain log notes on communication with assigned parents and students. These include curriculum recommendations, instructional strategies, intervention referrals, and feedback on formative and summative assessments, student work samples, progress in online curricula, and student progress toward meeting Idaho Content Standards.
 - ~ Pupil Services employees maintain log notes on communication with assigned parents and students.
- b. Observation of instruction can include live and virtual classes and workshops.

- c. Examples of student assessment can include observation of student-led portfolio conferences, progress monitoring, proctoring a course(s), standardized assessments, and feedback to parents on monthly student progress.
- d. Title I Intervention plans and documentation of student progress is also a source of data for evaluation purposes.
- e. To evaluate professional growth, teachers share copies of workshop certificates, college transcripts, and feedback from school-wide staff development.

Student Achievement – 25% of the Evaluation Rating

1. Instructional staff evaluations will include “measurable student achievement,” as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the position. This portion of the evaluation may be calculated using current and/or past years’ data and may use one (1) year or multiple years’ data. Twenty-five (25%) percent of the evaluation results in the evaluation for all certificated instructional employees will consist of evaluation results based on multiple objective measures of growth in student achievement, using current and/or past years’ data, and based upon research.
 - a. Psychologist staff evaluations will include twenty-five (25%) percent “measurable student achievement” as determined by the employee and the evaluator.
2. Growth in student achievement as measured by Idaho’s statewide student achievement test will be included. At least twenty-five (25%) percent of the evaluation of instructional personnel will be based on multiple, objective measures of growth in student achievement as approved by the Board. They may approve the following as the District’s measures of growth in student achievement for evaluating certificated staff:
 - a. Interim Assessment Tests
 - b. Common Core Assessments/Tests
 - c. IRI
 - d. or other data as approved by the building principal

EVALUATION PROCEDURES

Each year all teachers in the school are given a copy of the Charlotte Danielson evaluation rubric. This informs new teachers and reminds experienced teachers, of the school's evaluation procedures.

Prior to the start of the school year, the certificated instructional employee will submit a self-assessment and create a professional growth plan. The self-assessment and professional growth

plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the employee's self-assessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian/student/patron/administrator/board member input. The evaluator will notify the employee of factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the employee's progress toward meeting the proficiency goals, which are a minimum of eighty (80%) percent proficient in each domain, and performance for the year thus far.

The evaluation of each certificated employee will be in writing based on the Charlotte Danielson Evaluation (Formal Summative Evaluation Form & Rubric (443F1), Formal Summative Special Education Evaluation Form & Rubric (443F2), Formal Summative School Counselor/Psychologist Evaluation Form & Rubric (443F3) based on observations of the employee's performance and twenty-five (25%) percent on measurable student achievement data, and it will reflect whether or not the employee is performing proficiently, and a signed copy provided to the teacher and supervisor.

Certificated non-instructional employees evaluations will be differentiated for certificated non-instructional employees and pupil-personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible.

Pupil-Personnel certificated employees evaluations will be differentiated in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligns to the pupil service staff's applicable national standards.

At the end of the year, the evaluator and employee will review and discuss the employee's professional growth plan and the achievement of set goals, student achievement data, and parent/guardian/student/patron/administrator/board member input. The evaluator will provide feedback on the employee's performance for the year and assign a final effectiveness rating.

No contract shall be issued for the next ensuing year until such time as the employee's formal written performance evaluation has been completed.

FREQUENCY OF EVALUATION

1. Category 1, Category 2, and Non-Renewable Contract Employees –
 - a. There will be a minimum of two (2) documented formal Danielson's Framework performance-based written evaluations during each of the annual contract years of employment completed by the evaluator on or before June 1, one (1) of which will be completed by January 1 of each year.

- b. There will be a minimum of two (2) documented observations during each of the annual contract years of employment completed by the evaluator on or before June 1; one (1) of which will be completed by January 1 of each year.
 - c. If an employee's performance is less than satisfactory, the evaluator will make a reasonable effort to assist the teacher, through the support program, in improving his or her performance. However, the Mountain Home School District No. 193 is not required to establish a period of probation for Category 1, 2, and Non-Renewable employees whose performance is unsatisfactory.
2. Category 3 and Renewable Contract Employees –
- a. There will be a minimum of one (1) documented formal Danielson's Framework performance-based written evaluation conducted annually for each certificated instructional employee on a Category 3 and Renewable Contract Employee, which will be completed by the evaluator on or before June 1 of each year.
 - b. There will be a minimum of two (2) documented observations conducted annually for each certificated instructional employee on a Category 3 and Renewable Contract, which will be completed on or before June 1 of each year; one (1) of which will be completed prior to January 1 of each year.
 - c. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed.
 - d. If the employee's performance is unsatisfactory, the Superintendent or designee may recommend to the Board that the employee be placed on probation.
 - e. Prior to determining the Board will not renew a contract for a renewable contract employee due to a report of unsatisfactory performance, or to renew the contract at a reduced salary, the Board will establish a reasonable period of probation for the employee. The period of probation will not affect the person's renewable contract status.
3. Certificated Non-Instructional Employees –
- a. Evaluations will be differentiated for certificated non-instructional employees and pupil-personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible.

COMMUNICATION OF EVALUATION RESULTS

A copy of each written evaluation will be submitted to the certified employee within five (5) school days following the formal evaluation. The certified employee will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

If an employee's performance is less than satisfactory, the evaluator will make a reasonable effort to assist the teacher, through the support program, in improving his or her performance. However, the Mountain Home School District No. 193 is not required to establish a period of probation for Category 1, 2, and Non-Renewable employees whose performance is unsatisfactory. If the employee's performance is unsatisfactory, the Superintendent or designee may recommend to the Board that the employee be placed on probation.

Prior to determining the Board will not renew a contract for a renewable contract employee due to a report of unsatisfactory performance, or to renew the contract at a reduced salary, the Board will establish a reasonable period of probation for the employee. The period of probation will not affect the person's renewable contract status.

Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

PERSONNEL ACTIONS

The following actions may result from the evaluation process if determined to be appropriate:

1. Renewal of employment contract;
2. Improvement Plan;
3. Renewal of the employment contract under a continued probationary status;
4. A period of probation;
5. A letter of reprimand;
6. Reassignment;
7. Non-renewal of employment contract; and/or
8. Immediate discharge.

A letter of reprimand may be issued at any time, with or without a formal evaluation. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the board of trustees.

Nothing in this policy shall be read to affect the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory performance.

PROBATION

The district is not required to establish a period of probation for Category 1 or Category 2 employees whose performance is unsatisfactory.

When any Category 3 employee's work is found to be unsatisfactory, a defined period of probation of not less than eight (8) weeks will be established by the board.

For renewable contract employees, the board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the employee's renewable contract status.

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

After the probationary period, action will be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

REMEDIATION

Employees placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, employees who are placed on probation may request and/or be assigned a peer mentor.

If a teacher scores below eighty (80%) proficiency in any domain(s) on the year-end evaluation, he or she will be placed on a plan of improvement. Such plan will clearly define each deficient skill, the steps the teacher needs to take to remediate the identified skill(s), the timeline for the review, and completion of the plan, as well as the supports that will be provided by the supervisor. The consequences of failure to adequately remediate deficient skills will also be outlined. The supervisor will provide the plan to the Superintendent for inclusion at the subsequent board meeting. Removal from probation or plan of improvement will depend on the successful achievement of the articulated goals.

The evaluator will work with the employee to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary or plan of improvement period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

APPEAL

After reviewing the evaluation, the employee may file a rebuttal statement to the evaluation within twenty-one (21) calendar days from the date of the evaluation meeting with their supervisor. The written rebuttal shall state the specific content of the Evaluation Form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Evaluation Form request. The rebuttal will be attached to the Evaluation Form and placed in the employee's file.

Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential as required by state and federal law.

A copy of the final evaluation and recommendations shall be submitted, in written form, to the person of the evaluation procedure within five (5) days from the date of the formal evaluation meeting. A signed copy of the evaluation will be placed in the employee's personnel file.

Teacher signature of the evaluation document shall indicate only receipt of that document and not necessarily agreement with its contents.

After reviewing the evaluation, teachers may file a written rebuttal statement to the evaluation within twenty-one (21) days from the date of the evaluation meeting, to any and all provisions of an evaluation document. Such answer shall bear the signature of the teacher and evaluator, but doesn't necessarily represent either's agreement. Such answer shall become part of the primary document. The written rebuttal shall state the specific content of the Evaluation Form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Evaluation Form request. The rebuttal will be attached to the Evaluation Form and placed in the employee's file.

Notwithstanding the open meeting law, the Board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the Board's decision will be placed in the employee's personnel file. Prior to the commencement of the probationary period, the Board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period. Note: in the event the action taken as a result of an evaluation(s) is not to renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code, in order to assure the due process rights of all personnel.

An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as provided by Idaho Code Sections 33-513 through 33-515.

MONITORING AND EVALUATION

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The superintendent or designee will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the board of trustees and submitted to the SDE for approval.

Teacher feedback on the evaluation process will be collected each spring and reviewed by the school administrative team.

PROFESSIONAL DEVELOPMENT AND TRAINING

The district will provide ongoing training for evaluators, administrators, and teachers regarding the district's evaluation standards, tools, and processes, and training will be on the annual schedule for professional development, incorporated into the Professional Learning Community regional trainings.

All individuals responsible for evaluating certificated instructional staff and pupil-personnel performance will receive training in conducting observations and evaluating effective teacher performance.

General funds will be used to provide needed training to administrators on Danielson's Evaluation model.

Additional staff training and professional development opportunities will be provided throughout the year on an as needed basis to provide certificated instructional staff with the tools necessary to be effective educators.

FUNDING

Funding will be allotted in the annual budget for the ongoing training and professional development.

COLLECTING AND USING DATA

Aggregate data will be considered part of this district and its individual schools' needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school district with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district.

A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.

The administrative team developed a draft Evaluation Tool based on Charlotte Danielson’s Framework. The tool was reviewed, and revised by teachers, who then developed a rubric more clearly defining each descriptor of performance level. The tool was then reviewed by a representative of the Board, who also has the opportunity for input prior to final approval. Any future changes or amendments will follow the same process.

INDIVIDUALIZED TEACHER EVALUATION RATING SYSTEM

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have four (4) rankings used to differentiate performance of teachers and pupil-personnel certificate holders including:

- a. Unsatisfactory = 1
- b. Basic = 2
- c. Proficient = 3
- d. Distinguished = 4

PERSONNEL RECORDS:

Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).



LEGAL REFERENCE:

Idaho Code Sections:

- 9-340 *et seq.* – Records Exempt from Disclosure
- 33-513 – Professional Personnel
- 33-514 – Issuance of Annual Contracts
- 33-514A – Issuance of Limited Contracts – Category 1
- 33-515 – Issuance of Renewable Contracts
- 33-515A – Supplemental Contracts
- 33-518 – Employee Personnel Files
- 33-1001(12) – Definitions: “Measurable Student Achievement”

IDAPA – Rules Governing Uniformity:

- 08.02.02.007 – Definitions
- 08.02.02.026 – Administrator Certificate
- 08.02.02.027 – Pupil-Personnel Services Certificate
- 08.02.02.120 – Local District Evaluation Policy – Teacher and Pupil-Personnel

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