

Evaluation of the Superintendent

The board will establish evaluative criteria and will be responsible for evaluating the performance of the superintendent.

The superintendent will have the opportunity for confidential conferences with the board members, for the purpose of aiding the superintendent in their performance. The board, on the basis of the evaluation, may terminate, renew or extend the superintendent's contract for periods not to exceed three years.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to: (a) Establish performance criteria and an evaluation process for its superintendent..." and through RCW 42.30.110(g) dictates the use of executive sessions for evaluating the performance of public employees.

In addition, state law, RCW 28A.405.100, requires that the evaluation process looks at these eight categories at a minimum:

- knowledge of, experience in, and training in recognizing good professional performance, capabilities and development;
- school administration and management;
- school finance;
- professional preparation and scholarship;
- effort toward improvement when needed;
- interest in pupils, employees, patrons and subjects taught in school;
- leadership;
- and ability and performance of evaluation of school personnel.

WSSDA provides a goal-centered model to support the effective evaluation of the superintendent.

Legal References: RCW 28A.400.010 Employment of superintendent —
Superintendent's qualifications, general powers, term, contract
renewal

[WSSDA Superintendent Evaluation](#)

Last Revised : 12.10; 12.25

Classification: Critical

Prior Revised Dates: 11.94

Accommodating Students with Adrenal Insufficiency

Individual Health Plans

The district will develop an individual health plan for each student with adrenal insufficiency. The plan will include emergency plans, be updated at least annually, and be distributed to the appropriate staff based on the student's needs and staff level of contact with the student.

In developing the individual health plan, the district will acquire parent requests and instructions, and orders from licensed health professionals prescribing within the scope of their prescriptive authority for monitoring and treating adrenal insufficiency at school.

The district may need to provide exceptions to school policies to implement a student's individual health plan. If that's necessary, the exceptions will be described in the health plan.

The district will follow Policy 3416 and 3416P in administering adrenal insufficiency medication, including the proper storage of medical equipment and medication provided by the parent.

Parent-Designated Adults

Parents may assign a parent-designated adult to care for their student.

A parent-designated adult means an adult who is authorized by the parents of a student with adrenal insufficiency to provide care for the child consistent with the student's individual health plan, volunteers to do so, receives additional training selected by the parents, and provides care to the student consistent with their individual health plan. A parent-designated adult may be a district employee.

A parent-designated adult must complete training selected by the student's parents in the proper procedures to care for the student, including administering an emergency injection of corticosteroid during an adrenal crisis, consistent with the student's individual health plan. The training may be provided by an organization that offers training for staff caring for students with adrenal insufficiency or for caretakers of children with adrenal insufficiency.

For a district employee who isn't licensed under chapter 18.79 RCW to be a parent-designated adult, they must voluntarily file a written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. If an employee who isn't licensed under chapter 18.79 RCW chooses not to file such a letter, the employee may not be subject to reprisal or discipline for refusing to file it.

The district will collect and store legal documents for the parent-designated adult to provide care if necessary.

Immunity

The district, a district employee, or a parent-designated adult shall not be liable in any criminal action or for civil damages for providing assistance or services to a student with adrenal insufficiency under this policy if they acted in good faith and substantially complied with the

student's individual health plan and the instructions of the student's licensed health care professional.

Cross References: 3416 - Medication at School
 2162 - Education of Students With Disabilities Under Section
 504 of the Rehabilitation Act of 1973
 5630 - Volunteers

Legal References: RCW 28A.210.260 Public and private schools—Administration
 of medication—Conditions
 RCW 28A.210.350 Student with diabetes, epilepsy or other
 seizure disorders, or adrenal insufficiency—Compliance with
 individual health plan—Immunity
 RCW 28A.210.358 Students with adrenal
 insufficiency—Individual health plans—Parent-designated adult

Adoption Date: 12.25
Classification: **Critical**

Board Self-Assessment

Every other year at minimum, or annually, the board will assess its own performance in terms of research-based principles of successful board operations and in relation to its annual goals and objectives, and Washington State School Board Standards. The board self-assessment will address performance in the key functions of school boards:

- A. Responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

The results of the self-assessment will be reviewed and discussed by the board-superintendent team and used in setting goals for the subsequent year.

Cross References: 1822 - Training and Development for Board Members
 1810 - Annual Governance Goals and Objectives
 1005 - Key Functions of the Board
 [WSSDA School Board Standards](#)

Management Resources: 2025 - October Issue
 2012 - February Issue

Last Revised: 12.25
Classification: Important
Revised: 7.94; 12.98; 02.12; 4.12

Standards for Individual School Directors

Each individual board member will annually review the WSSDA *Individual School Director Standards* as a basis for assessing their own conduct as an elected school director. Collectively, the board will assess its performance in terms of its six major functions:

1. Values and Ethical Behavior

Individual school directors model ethical behavior and are guided by values that:

- a) Place students' needs first.
- b) Demonstrate commitment to equity and high standards of achievement for each student.
- c) Commit to treating each individual with dignity and respect.
- d) Model high ethical standards.
- e) Advocate for public education.

2. Leadership

Individual school directors serve as educational leaders in their communities and state by:

- a) Contributing to thoughtful governance discussions and decisions by being well-informed, open-minded, and deliberative.
- b) Understanding that authority rests with the board as a whole and not with individual directors.
- c) Articulating and modeling appropriate school director roles and responsibilities.
- d) Actively participating in school director duties and responsibilities.
- e) Demonstrating group membership and leadership skills, working within the board structure.
- f) Respecting the board's role in policy making and supporting all adopted board policies.

3. Communication

Individual school directors engage in ethical, transparent, and inclusive communications by:

- a) Building and maintaining positive connections with the community and staff.
- b) Communicating accurately and honestly, with awareness of the impact of their words and actions.
- c) Listening carefully and with an open mind.
- d) Maintaining civility and treating all people with respect and dignity.
- e) Maintaining confidentiality of appropriate matters.
- f) Referring people with needs or concerns to appropriate staff.
- g) Welcoming family, student, staff, and community input.

4. Professional Development

Individual school directors seek continuous growth in their own skills and knowledge by:

- a) Committing the time and energy necessary to be informed and competent.
- b) Keeping abreast of current issues, research, applicable laws, regulations, and policies that affect public education.
- c) Participating in professional development, individually and with the board/superintendent team.

5. Accountability

Individual school directors are accountable in their governance role to their students, families, staff, and community by:

- a) Contributing to a functioning and effective board-superintendent team.
- b) Taking personal responsibility for their own words and actions and the impact they have on others.
- c) Respecting and abiding by board decisions.
- d) Meeting expectations for transparency, including disclosing potential conflicts of interest and refraining from discussing or voting on those issues.
- e) Complying with board policies and all laws.

6. Commitment to Education Equity

Individual school directors prioritize the success of each and every student in their district by:

- a) Engaging in ongoing learning about educational equity, diversity, inclusion and cultural competency as it relates to the role of the board.
- b) Seeking to understand their own culture and how it may differ from others'.
- c) Honoring the diverse experiences, strengths and barriers to success of students, staff and families.
- d) Collaboratively and proactively working to remove barriers for students, staff and families.
- e) Ensuring multiple perspectives are heard and honored by providing equitable opportunities for input.
- f) Fostering a culture of dignity and belonging by example and through policy.

Legal References:

[WSSDA Board Standards](#)

Adoption: **12.25**

Classification: **Important**

Key Functions of the Board

The research-based WA School Board standards outline the primary functions of the school board. These standards are linked to higher student achievement and more effective governance practices:

Responsible School District Governance:

Provide responsible school district governance by:

- Conducting board and district business in a fair, respectful, and responsible manner.
- Ensuring the board is accountable and open to the public, including seeking divergent and diverse perspectives in its decision-making process.
- Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- Promoting healthy relationships by communicating supportively; inspiring, motivating, and empowering others; and exercising influence in a positive manner.
- Working as an effective and collaborative team.

Creating Conditions District-Wide for Student and Staff Success:

Create conditions district-wide for student and staff success by:

- A. Providing for the safety and wellness of all students and staff;
- B. Employing and supporting quality teachers, administrators and other staff and providing for their professional development;
- C. Providing for learning essentials, including rigorous curriculum, technology and high-quality facilities;
- D. Ensuring management of the organization, operations, and resources for an efficient and effective learning environment; and
- E. Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

Communication of and Commitment to High Expectations for Student Learning:

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- Articulating the conviction that each and every student can learn and the belief that student learning can improve regardless of existing circumstances or resources;
- Leading the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and the community;
- Adopting a collaboratively developed district strategic plan focused on learning and achievement outcomes for each and every student; and
- Ensuring non-negotiable goals for student achievement are established and aligned with the district's strategic plan.

Holding the District Accountable for Student Learning:

Hold school district accountable for meeting student learning expectations by:

- Committing to continuous improvement in student achievement at each school and throughout the district;
- Evaluating the superintendent on clear and focused expectations; and
- Measuring student academic progress and needs based on valid and reliable assessments.

Engagement of the Community in Education:

Engage the local community and represent the values and expectations they hold for their schools by:

- Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources;
- Ensuring school board and district transparency through a process that is open and accountable;
- Ensuring district information and decisions are communicated community-wide; and
- Taking into consideration input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

At least every other year, or annually the board will reflect on the degree to which it has operated according to its key functions by conducting a board self-assessment and engaging in board development activities where needed.

For more information, visit the [WSSDA School Board Standards](#).

Cross References:

0100 - Commitment to Planning

0300 - Planning Process

0700 - Plan Evaluation

1310 - Policy Adoption, Manuals and Administrative Procedures

1810 - Annual Governance Goals and Objectives

1820 - Board Self-Assessment

Management Resources:

Policy News, October 2025

Policy News, 2012 - February Issue

Last Revised: **12.25**

Classification: **Discretionary**

Prior Revised Dates: **12.02; 04.97; 02.12; 4.12**

Annual Organization Meeting

At the first regular meeting at which newly-elected board members are seated in election years and at the first regular meeting in December in non-election years, the board will elect from among its members a *chair/president* and a *vice chair/president* to serve one-year terms. A newly elected or appointed (less than one year) board member will not be eligible to serve as an officer unless the majority of the board is newly appointed or elected.

If a board member is unable to continue to serve as an officer, a replacement will be elected immediately. In the absence of both the *chair/president* and the *vice chair/president*, the board will elect a president pro tempore who will perform the functions of the chair/president during the latter's absence.

The superintendent will act as board secretary and perform all the duties as outlined by law. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

In even-numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

- A. Welcome and introduction of newly elected board members by the chair/president;
- B. Call for nominations for *chair/president* to serve during the ensuing year;
- C. Election of a *chair/president* (roll call vote);
- D. Assumption of office by the new *chair/president*;
- E. Call for nominations for *vice chair/president* to serve during the ensuing year;
- F. Election of a *vice chair/president* (roll call vote);
- G. (if applicable) Call for nominations for *WSSDA legislative representative* to serve for the next two years; and
- H. Election of a *WSSDA legislative representative*.

Policies will continue from year to year and board to board until and unless the board changes them.

Cross References: 1225 - School Director Legislative Program

Legal References: RCW 28A.330.010 Board president,
vice-president or president pro tempore —
Secretary

RCW 28A.330.020 Certain board elections,
manner and vote required — Selection of
personnel, manner

RCW 28A.330.050 Duties of superintendent as
secretary of the board

RCW 28A.400.030 Superintendent's duties

RCW 29A.60.280 Local elected officials,
commencement of term of office — Purpose

Management Resources: 2025 - October Issue

2017 - April Issue

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