

If a supervisor or evaluator determines that a teacher, other than a beginning teacher, is not meeting District expectations under the Iowa teaching standards and criteria, or other standards and criteria set in the collective bargaining agreement, the teacher may be required to participate in an assistance program(s) for remediation of the identified concerns, in accordance with applicable law.

Definitions

Evaluator: The administrator charged with responsibility as the primary evaluator of the teacher.

Supervisor: The director of elementary education or the director of secondary education, or both, as appropriate.

Awareness Phase: There is an optional awareness phase, which may not extend beyond two months (60 calendar days). This element exists for use in instances where the evaluator responsible for the decision to begin intensive assistance determines that it is appropriate to use the time for informal discussions and collaboration on the performance modifications identified. When implemented, this phase requires participation by the teacher and the evaluator, but may include other persons, as determined by the evaluator and/or supervisor.

Professional Assistance Phase: This optional phase is for the purpose of providing assistance through the involvement of the teacher, the evaluator and other person(s), as deemed appropriate for the situation, in working with the teacher to effectively implement identified performance modifications. It may follow an awareness phase, or it may be the initial assistance function. The elements of this phase are determined by the participating parties.

If the identified performance concern(s) no longer exist at any point during the professional assistance phase, the evaluator may return the teacher to his/her prior status. That notification will be in written form, and will be included in the teacher's personnel file with a notation that the professional assistance phase activities did not constitute a complete intensive assistance cycle.

Intensive Assistance Phase (Employment at Risk): At any time during the awareness phase, if the first phase option has been utilized, or at any time during the professional assistance phase, if the second phase option has been utilized, or at any other time as determined by the evaluator and/or supervisor, the formal intensive assistance program may commence. Intensive assistance involves the provision of organizational support and technical assistance for the remediation of identified teaching and classroom management concerns, and intensive assistance may not function for more than twelve months.

- **Notification:** The teacher will receive a written notification of the fact that formal intensive assistance has been initiated.
- **Limitations:** A teacher may be a participant in Intensive Assistance (Employment at Risk) Phase for not more than two times during his/her employment with this school district. Iowa Teaching Standards 1-7 will be considered as possible areas for intensive assistance with career teachers. Beginning teachers will not qualify for intensive assistance, and issues emanating from Iowa Teaching Standard 8 will not qualify for this program.

- **Assistance Strategies:** The evaluators and other persons appointed by the evaluator and/or the supervisor to serve on the assistance team with the teacher function as sources of ideas, strategies and methods of instruction and management, and in any other manner deemed appropriate by the evaluator and/or the supervisor. Periodic meetings will be held with the teacher, and classroom observations will be conducted.
- **Documentation:** Appropriate documentation will be maintained for Professional Assistance and Intensive Assistance Phases.
- **Dissolution:** Intensive assistance team activities will cease at the close of the twelve month period or at any other earlier time determined by the evaluator or supervisor.

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