

## ADMINISTRATION

### ARTICLE 2

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## **ADMINISTRATION**

### **Concept and Roles in Administration**

**2000**

The administration of this school system is responsible for directing and coordinating the staff in realizing the educational philosophy, District Vision Document, goals and general objectives adopted by the board of education within the guidelines established by board of education policy, law and employee agreements.

To demonstrate leadership and to resolve the inevitable problems and obstacles which will arise both inside the school system and in its relations with the community, the board of education expects the administration to specialize in:

1. The processes of decision making and communication.
2. Planning, organizing, implementing, and evaluating.
3. Coordinating and guiding the various centers of power within the school system and the community so as to enable people to do things together for education that they might never be able to do separately.

The superintendent of schools is encouraged to conduct the operations of the school system according to the team management concept.

## **ADMINISTRATION**

### **Goals and Objectives**

**2010**

Proper administration of the schools is vital to a successful educational program. The general purpose of the district's administration will be to coordinate and supervise, under the board policies, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The board will rely on its chief executive officer, the district superintendent, to provide at the district level the professional administrative leadership demanded by such a far-reaching goal.

The district's administrative organization will be designed so that all divisions and departments of the central office and all schools are part of a single system guided by board policies as implemented through the superintendent. Central office administrators and principals are expected to administer their units in accordance with board policy and the superintendent's roles and regulations. However, mere execution of the directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, and wise leadership – as well as consideration and concern for staff members, students, parents, and others – are essential for effective administration.

Within the concept of an effective total system, the board directs that ways be sought to decentralize administration in order to bring administrative decisions closer to, hence more responsive to, specified needs of individual students and the school community.

The superintendent, each principal, and all other administrators will have the authority and responsibility necessary for his or her specific administrative assignment. Each will likewise be accountable for the effectiveness with which the administrative assignment is carried out. The board will be responsible for clearly specifying requirements and expectations of the superintendent, then holding the superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the district will be:

1. To manage the district's various resources effectively and efficiently.
2. To provide professional advice and counsel to the board and to advisory groups established by board action. Where feasible, this will be done through reviewing alternatives, analyzing advantages and disadvantages of each, and recommending a selection from among the alternative.
3. To manage so as to assure the best and most effective learning programs, through the achievement of such sub-goals as:
  - a. providing leadership in keeping abreast of current educational developments.
  - b. arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs.
  - c. coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials.
  - d. providing access to the decision-making process for staff, students, parents, and others to offer ideas for improvement.

Adopted: 8-13-90  
Amended:

Chadron Public Schools  
Chadron, Nebraska

## ADMINISTRATION

### Code of Ethics

2020

The board approves the ethics guidelines set by the American Association of School Administrators for its members as follows:

- ◆ Policy 1      The Professional School Administrator Constantly Upholds the Honor and Dignity of His Profession in ALL His Actions and Relations with Pupils, Colleagues, School Board Members, and the Public.
- ◆ Policy 2      The Professional School Administrator Obeys Local, State, and National Laws; Holds Himself to High Ethical and Moral Standards, and Gives Loyalty to His Country and to the Cause of Democracy and Liberty.
- ◆ Policy 3      The Professional School Administrator Accepts the Responsibility Throughout His Career to Master and to Contribute to the Growing Body of Specialized Knowledge, Concepts, and Skills Which Characterize School Administration as a Profession.
- ◆ Policy 4      The Professional School Administrator Strives to Provide the Finest Possible Educational Experiences and Opportunities to ALL Persons in the District.
- ◆ Policy 5      The Professional School Administrator Applying for a Position or Entering into Contractual Agreements Seeks to Preserve and Enhance the Prestige and Status of His Profession.
- ◆ Policy 6      The Professional School Administrator Carries Out in Good Faith All Policies Duly Adopted by the Local Board and the Regulations of State Authorities and Renders Professional Service to the Best of His Ability.
- ◆ Policy 7      The Professional School Administrator Honors the Public Trust of His Position Above Any Economic or Social Rewards.
- ◆ Policy 8      The Professional School Administrator Does Not Permit Considerations of Private Gain nor Personal Economic Interest to Affect the Discharge of His Professional Responsibilities.
- ◆ Policy 9      The Professional School Administrator Recognizes That the Public Schools Are the Public's Business and Seeks to Keep the Public Fully and Honestly Informed about Their Schools.

## **ADMINISTRATION**

### **Code of Ethics**

**2020**

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all.
4. Obeys local, state and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the governing board of education's policies and administrative regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contract.

## **ADMINISTRATION**

### **Commitment to Accomplishment**

**2030**

The board accepts its ultimate responsibility for all facets of school operations and programs. Chief among its responsibilities is accomplishment of the goals and objectives it sets forth, subject to the financial support that must be given these aims by district residents.

As part of its accountability to district residents, the board will maintain a program of accountability throughout the school system. This program will consist of the following elements:

1. Clear statements of expectations and purposes, as these relate to areas of operations, programs, departments, positions.
2. Provision of the staff, resources, and support necessary to achieve stated expectations and purposes.
3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.
4. Evaluation of the efforts of the individuals employed by the board, and of the board itself, with the first purpose of evaluation being to help all individuals make a maximum contribution to the goals of the school system.
5. Revision, modification, and innovation as necessary to accomplish purposes and improve operations and programs.

## **ADMINISTRATION**

### **Administrative Staff Organization**

**2100**

The board will determine the policies to guide the decision-making process governing all activities of the schools. In setting these policies, it will seek the advice and assistance of the faculty, staff, employee or organizations and other relevant persons through the superintendent of schools.

The superintendent is responsible to the board for the administration of the schools under applicable laws and policies of the board. In addition, the superintendent, in cooperation with the administrative staff, shall prepare in detail, where applicable, the rules and regulations for implementing the approved policies.

Each employee and pupil is responsible for following the approved policies and regulations until modified.

The board also requires the superintendent to organize the staff to secure clear understanding of the functions of each official and of the relationship between and among them; to establish clear lines of communication, both vertically and horizontally; and to establish the necessary councils, cabinets, and committees to provide for the efficient operation of the schools.

In the organization and administration of the schools, the superintendent shall balance responsibility with commensurate authority subject to the reserve and legal powers of the board. This means that a member of the staff when assigned a responsibility or a position shall be given the authority to make the decisions necessary to perform the tasks.

## **ADMINISTRATION**

### **Central Administrative & Supervisory Personnel**

**2100.1**

All administrative and supervisory positions in the school system are established initially by the board or by state law, or both.

It is the intent of the board to activate a sufficient number of such positions to promote the attainment of our schools' goals.

In each case, the board will approve the broad purpose and function of the position in harmony with state laws and regulations, approve a statement of job requirements as recommended by the superintendent, and delegate to the superintendent the task of writing, or causing to be written, a job description for the position.

The board wishes the superintendent to maintain continuously a comprehensive, coordinated set of job descriptions for all such positions so as to promote efficiency and economy in the staff's operations.

Legal Reference: 79-441	District boards; property; care and custody; hiring of superintendent, teachers and personnel
79-443	District board; schools; supervision and control

**Please see hard copy of policy 2110 Organizational Chart**

Adopted: 8-13-90  
Amended:

Chadron Public Schools  
Chadron, Nebraska

## **ADMINISTRATION**

### **Superintendent of Schools**

**2120**

The superintendent is held accountable to the board for all aspects of administering the school system under the policies adopted by the board.

Since division of labor is essential for managing a large organization, it is expected that the superintendent will delegate portions of the administrative tasks to the building principals and appropriate central staff officers under written job descriptions. The responsibility for their performance is not considered a delegable function. By the same token, it is presumed that the responsibility for all activities within any building during school hours belongs to the superintendent. Beyond this essential fixing of accountability, the board approves appropriately shared decision making within the school organization.

The board views the superintendent's position in the school system as a triple capacity: executive of the board, leader and officer accountable for all personnel of the system, and liaison between those personnel and the board. Because of the extreme responsibility assigned to this officer under these statements, the selection of the proper person for the post is, second only to policy development, the most important task the board performs. Under these statements of belief, the superintendent is the only person in the system with whom the board normally needs to be directly involved in decisions regarding appointments of personnel. Because the board believes total responsibility for school system administration should rest with the superintendent, the board has the responsibility for developing a systematic means of evaluating effectiveness in implementing the objectives expressed in policies, just as the superintendent has a responsibility for evaluating the effectiveness of personnel accountable to the superintendent.

The board of education shall appoint a superintendent of schools who will act as the chief executive of the school system. The superintendent shall answer directly to the board of education in all matters related to the operation of the school system.

The board is the legislative rather than the executive head of the school and the duly appointed superintendent of schools should be given reasonable freedom in carrying out the board policies and should be held responsible for results.

## **ADMINISTRATION**

### **Superintendent Job Description**

**2122**

#### **Title:**

Superintendent of Schools

#### **Qualifications:**

1. Valid Nebraska Professional Administrative Certificate with endorsement for superintendent.
2. Minimum of Educational Specialist Degree or equivalent.
3. Successful experience as a teacher, building administrator, and central office administrator preferred.
4. Demonstrated qualities of sound judgment, independent thinking and educational leadership.
5. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

#### **Reports to:**

Board of Education

#### **Supervises:**

Supervises Administrative Team and all certificated and non-certificated personnel of the district.

#### **Job Expectation:**

The Superintendent shall be directly responsible to the Board of Education for the operation, administration, and performance of the district in providing quality education programs for the Chadron Public School students.

#### **Performance Responsibilities:**

##### **Educational Leadership**

\_\_\_\_\_A. Provides direction for the district.

Involves appropriate staff and patrons in assisting the board of education in developing educational goals.

Uses objective data, whenever possible, to determine goals.

Assists the board of education in developing long- and short-range goals.

\_\_\_\_\_B. Provides for organization of instruction throughout the district.

Ensures that instructional objectives are identified for all levels of instruction.

Monitors student progress toward achievement of district instructional goals.

Ensures that program changes are based upon student achievement data or other pertinent information.

- \_\_\_\_C. Provides for implementation of performance evaluation strategies for all personnel.  
Provides effective in-service training for the district's administration in the area of performance-based evaluation.  
Ensures that the total district staff is well informed about the evaluation process and district expectations.  
Provides for periodic review of the district's evaluation system.
- \_\_\_\_D. Provides leadership for positive educational change.  
  
Recognizes the need for change.  
Promotes a climate for change within the district.  
Ensures that the change processes involve appropriate staff.
- \_\_\_\_E. Provides for effective recruitment, selection, and assignment of district personnel.  
  
1. Ensures that effective screening and interviewing procedures are used in the selection of personnel.  
2. Ensures that staff members are assigned to appropriate positions within the district.  
3. Ensures that formative and summative evaluation information is used in the evaluation and assignment of staff.
- \_\_\_\_F. Promotes staff development appropriate for district personnel.  
  
1. Involves staff in assessing, identifying, and implementing staff development needs and activities.  
2. Ensures that staff development activities emphasize the teaching/learning process.  
3. Ensures that the staff is aware of new ideas and developments in education.
- \_\_\_\_G. Communicates standards of expected performance.  
  
1. Communicates to the staff the importance of high academic expectations of students.  
2. Communicates to administrators the importance of high academic expectations of students.  
3. Communicates to the board of education the importance of high academic expectations of students.  
Communicates to the community that the district has high expectations for its staff and students.
- \_\_\_\_H. Provides leadership for curriculum development and the organization of personnel to implement the curriculum.  
  
1. Ensures that district curricular programs are based upon student needs, community expectations, and appropriate educational research.  
2. Ensures that the district's curricula are uniform and sequential within and across grade levels.

#### **District Management**

- \_\_\_\_A. Provides for effective day-to-day operation of the district.

Involves staff in development and review of day-to-day operational procedures.  
Implements administrative procedures effectively.  
Promotes among all staff an understanding of their responsibilities to the programs of the district.

- \_\_\_\_\_ B. Demonstrates effective communication skills.
1. Provides for effective, ongoing communications with the board of education.
  2. Provides for effective lines of communication among school personnel, students, parents, and community.
  3. Provides district personnel with clear and concise information about school operations.
- Communicates clearly, correctly, and effectively with varied audiences.
- \_\_\_\_\_ C. Ensures that district facilities are conducive to a positive learning environment.
1. Provides direction and sets the tone to maintain attractive and functional school facilities.
  2. Establishes a reporting system to see that operations are carried out.
  3. Reviews use of facilities in relation to student population and program needs of the district.
  4. Implements measures to promote pride in school plant appearance throughout the district.
- \_\_\_\_\_ D. Promotes and maintains a positive school climate.
1. Provides opportunities for district personnel to share ideas and concerns.
  2. Uses systematic procedures to assess district climate and make changes as necessary.
  3. Promotes pride and loyalty among staff and students.
  4. Recognizes staff and students for their efforts and accomplishments.
- \_\_\_\_\_ E. Demonstrates effective problem solving and decision-making skills.
1. Identifies and analyzes pertinent elements in a problem situation.
  2. Establishes priorities and seeks relevant data.
  3. Considers alternative solutions before making decisions.
  4. Makes logical decisions based upon available information.
- \_\_\_\_\_ F. Demonstrates effective organizational skills.
1. Manages time efficiently.
  2. Prioritizes tasks and functions.
  3. Utilizes resources in an effective manner.
  4. Delegates responsibility and authority when appropriate.
- Completes duties promptly, on schedule and accurately.
- \_\_\_\_\_ G. Provides for use and development of appropriate revenue sources.
1. Keeps current with regulations, officials and developments that will influence revenue for the local school district.
  2. Directs the investment of school district funds to ensure optimum investment return.

3. Evaluates sources of grants and private funds to enhance district revenue.
  4. End of year results that are generally consistent with adopted budget.
- \_\_\_\_\_H. Develops district budget based upon established priorities and consistent with fiscal practices.
1. Involves staff and community in developing overall school district budget.
  2. Forecasts long-range needs that will affect budget planning.
  3. Relates budget recommendations to district priorities and community needs.
- \_\_\_\_\_I. Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.
1. Develops a systematic reporting procedure to keep the board of education informed about school district transactions.
  2. Ensures that procurement of goods and services is carried out to the best financial advantage of the district.
  3. Implements a program to establish and maintain public confidence in school district financial management.
  4. Maintains appropriate inventories throughout the district.
- \_\_\_\_\_J. Ensures compliance with statutes, rules and regulations relating to district operations.
1. Develops procedures so board members and district staff are aware of current statutes, rules, and regulations.
  2. Develops procedures so required reports are submitted in a timely and accurate manner.
  3. Ensures local district policies relating to school district financial procedures are implemented.
  4. Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.

### **Professional Relationships**

- \_\_\_\_\_A. Demonstrates positive professional relationships with district personnel.
- Is visible and accessible.
  - Communicates expectations to the staff.
  - Maintains consistent behavior when dealing with staff.
  - Seeks staff opinions and feelings regarding school-related problems.
  - Interacts frequently with staff in a mutually respectful and friendly manner.
- \_\_\_\_\_B. Demonstrates positive relationships with patrons/community.
1. Seeks support of patrons/community to meet the needs of the students.
  2. Seeks input and involvement through patron/community relations.
  3. Supports and participates in patron/community activities.
  4. Responds effectively to patron/community concerns.
- \_\_\_\_\_C. Provides positive direction and leadership for the local board of education.

1. Develops in cooperation with the president of the Board of Education an agenda for each board meeting and sees that all board meetings and actions are legally conducted and communicated to the public.
2. Respects the role of the board and strives to gain the confidence of all board members.
3. Encourages board member participation in in-service training.
4. Keeps the board fully informed on issues, needs and operations of the school system.
5. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.

Acts as a resource person for issues presented to the board.

**Professional Responsibilities**

- \_\_\_\_\_A. Provides recommendations for and development of district policies and procedures.
- Reviews existing policies and procedures and makes recommendations to the board for necessary revision.  
 Drafts policy and procedure statements based on appropriate input and information.  
 Facilitates appropriate input to the board from those affected by proposed policies.  
 Facilitates the acquisition of appropriate information so effective policies can be adopted.
- \_\_\_\_\_B. Provides for effective implementation of approved district policies and procedures.
1. Seeks staff input to develop operational procedures to implement board decisions and/or policies.
  2. Develops operational procedures to implement board decisions and/or policies.
  3. Implements decisions/policies of the board.
- \_\_\_\_\_C. Participates in professional growth activities.
1. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, coursework, workshops, conferences, and other training opportunities).
  2. Takes advantage of opportunities to learn from colleagues, staff, parents and community.
  3. Keeps abreast of current developments in the educational field (instruction, teacher evaluation, curriculum, finance, law, etc.).

## ADMINISTRATION

### Evaluation of the Superintendent

2123

Effective evaluation of administrators is an essential part of the total educational program. Performance based evaluation should be a continuous process in which directly reflects job-related performance. The development of a performance based evaluation process should be a cooperative effort between the Board of Education and administrators. Evaluative criteria in a performance based evaluation system should reflect observable and definable administrative behaviors.

The primary purpose of performance based evaluation is to facilitate and improve the educational process through administrative leadership. An effective evaluation system should identify strengths and weaknesses and provide direction for maintaining and improving necessary skills through professional development activities.

Performance based evaluation of administrators should provide a basis for fair, objective decision-making by the Board of Education. The evaluation of the superintendent is the responsibility of the Board of Education, and the evaluation of all other administrative personnel is the responsibility of the superintendent.

#### Components of Performance Based Evaluation:

- a. Job-related Expectations  
The Board of Education and the superintendent will identify the skills expected of the administrative staff. These skills will be the criteria upon which the administrators will be evaluated.
- b. Documentation of Skills  
Written documentation regarding the identified skills/ criteria is essential for successful administrative evaluation. This is accomplished through observation of the administrator for identified behaviors.
- c. Feedback Regarding Skills  
For administrative evaluation to be a positive element, it must be an ongoing process which involves discussions regarding the identified skills between evaluators and those being evaluated. For the evaluation to be effective, the administrator should receive formal feedback periodically during the evaluation cycle, and should note positive areas as well as those which need improvement.
- d. Opportunity for Improvement  
To be useful to the school district and fair to administrators, the evaluation process should provide a chance for the administrator to improve performance on specific skills. This involves an organized approach to identifying areas in need of improvement and relates specifically to performance criteria/ personal skills which may be addressed through the development of job targets for the administrator.
- e. District Goals  
One of the most important elements of effective administration involves providing clear direction for the school district. The district is organized through establishment of district-wide goals. This aspect of the superintendency is so important that it has been identified as a specific part of performance evaluation. It is important to note that these are District Goals and not ones relating to the superintendent's personal or professional growth.
- f. Decision Making  
A successful administrative evaluation system provides a sound basis for decision making regarding administrative performance. These decisions are based upon information obtained through the observation, documentation and feedback process. The key elements in these administrative decisions are performance on the skills identified in the evaluative criteria and progress toward established District Goals.

## **ADMINISTRATION**

### **Principal**

**2130**

Principals shall be responsible to and serve under the direction of the superintendent of schools.

The superintendent of schools shall hold principals responsible, in accordance with general school policies, for the organization, administration, supervision and outcomes of the school to which they are assigned and shall delegate authority to meet the responsibilities.

The operation and supervision for the education program is the responsibility of the principal assigned to that level. In order to perform well in these responsibilities, the principals will be expected to devote whatever time is necessary to these tasks. This means before school and after school, at noon, before the school term begins and after the school term ends. No principal should expect to begin vacation periods until all functions and duties of the office have been performed for the year just closing. Principal and assistant principal contracts call for service from two weeks before teachers report for duty for the school year, to two weeks after school ends for the elementary and middle schools. The high school principal shall work an eleven-month contract. The schedule of days for the high school principal may be adjusted as required to meet district needs and as approved by the Board of Education within the eleven-month duty requirement.

## **ADMINISTRATION**

### **Principal – Job Description**

**2132**

**Title:**

Principal

**Qualifications:**

6. Valid Nebraska Professional Administrative Certificate with endorsement for principal at the appropriate level of assignment.
7. Minimum of Master's Degree or equivalent.
8. Successful experience as a teacher and building administrator, preferred.
9. Demonstrated qualities of sound judgment, independent thinking and educational leadership.
10. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

**Reports to:**

Superintendent of Schools

**Supervises:**

Supervises the building(s), all certificated and non-certificated personnel, and students in the building(s) assigned.

**Job Expectation:**

The Principal shall be directly responsible to the Superintendent of Schools for the operation, administration, and performance of the building(s) in providing quality education programs for the Chadron Public School students.

**Performance Responsibilities:**

**Instructional Leadership**

Provides direction for the school.

Involves appropriate staff and patrons in assisting the board of education in developing educational goals.

Uses objective data, whenever possible, to determine goals.

Assists the board of education in developing long- and short-range goals.

Develops goals that reflect societal needs and trends.

Provides for organization of instruction.

Promotes the identification of instructional objectives.

Promotes instructional programming consistent with instructional objectives.

Monitors student progress towards achievement of instructional objectives.

Makes program changes based upon student achievement data or other pertinent information.

Effectively implements evaluation strategies oriented toward improvement of instruction.

- Informs the staff of evaluation process and expectations.
- Demonstrates knowledge of varied teaching strategies.
- Demonstrates an understanding of the learning process.
- Demonstrates effective observational skills.
- Observes classroom instruction on a regular basis.
- Provides regular feedback through conferencing and job targets.
- Provides suggestions and/or job targets for improvement when identifying areas of concern.

Provides leadership for positive educational change.

- Recognizes the need for change.
- Promotes a climate for change.
- Involves staff in a systematic change process that is known and understood.

Demonstrates effective skill in the recruitment, selection, and assignment of school personnel.

- Recruits staff who enhance the overall effectiveness of the school and complement existing staff.
- Demonstrates effective screening and interviewing skills for selection of staff.
- Uses formative and summative evaluation for assignment of staff.

Promotes ongoing staff development.

- Promotes staff awareness of new developments and ideas in education.
- Focuses staff development activities upon the teaching/learning process.
- Involves faculty in assessing and identifying staff development needs.
- Involves faculty in implementing staff development activities.

Communicates standards of expected performance.

- Communicates high academic expectations of students.
- Communicates to teachers expectations for high instructional performance.
- Communicates to parents/community the high expectations of the school.

Provides leadership for curriculum development and the organization of personnel to implement the curriculum.

- Promotes curricular programs based on student needs.
- Seeks and considers staff input in development and implementation of curriculum designed to meet student needs.

### **District Management**

Provides for effective and efficient day-to-day operation of the school.

- Involves staff in development and review of day-to-day operational procedures.
- Implements administrative procedures which are clear and efficient.

Promotes among all support staff an understanding of their responsibilities to the instructional programs of the school.

Ensures that school plant and facilities are conducive to a positive learning environment.

Organizes custodial operations and personnel efficiently in order to maintain a clean school.

Organizes cafeteria operations and personnel efficiently in order to contribute to a wholesome school environment.

Facilitates prompt reporting and follow-up of needed repairs.

Implements measures to promote pride in the school's appearance.

Communicates to all personnel the importance of their role in school operations.

Ensures efficient management of building-level fiscal resources.

Involves faculty in developing budget and other priority measures.

Delegates appropriate budget responsibilities to faculty for implementation.

Ensures all fiscal transactions occur through a budgeted, encumbered process of fiscal management.

Ensures all fiscal transactions occur according to legally defined policy and procedures.

Maintains appropriate inventories within the school.

Promotes and maintains a positive school climate.

Provides opportunities for teachers to share ideas and concerns.

Uses systematic procedures to assess school climate and make changes as necessary.

Shares feelings of pride which promote among staff and students a feeling of pride and loyalty for their school.

Provides positive reinforcement to staff and students for their efforts and accomplishments.

Establishes and maintains effective discipline in the school.

Communicates student disciplinary policies and behavioral expectations to the faculty, students, and parents

Administers student disciplinary procedures in a fair and consistent manner.

Provides feedback to teachers regarding discipline referrals.

Develops positive approaches regarding student disciplinary matters.

Demonstrates effective communication skills.

Promotes communication with school personnel, students, parents, and community.

Provides teachers with clear and concise information about school operations.

Communicates clearly, correctly, and effectively with varied audiences.

Demonstrates effective problem solving and decision-making skills.

Identifies and analyzes pertinent elements in a problem situation.

Establishes priorities and seeks relevant data.

Makes logical decisions based upon available information.

Demonstrates effective organizational skills.

Manages time efficiently.  
Prioritizes tasks and operates according to these priorities.  
Use resources in an optimal manner.  
Delegates responsibility and authority when appropriate.  
Completes duties promptly and accurately.

### **Interpersonal Relationships**

Demonstrates positive interpersonal relationships with students.

Is visible and accessible.  
Informs students of school and district goals, policies, and activities.  
Interacts with students frequently and in a mutually respectful and friendly manner.  
Gives constructive criticism and praise when appropriate.  
Encourages student leadership with involvement.  
Respect student needs and concerns.  
Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.

Demonstrates positive interpersonal relationships with staff.

Encourages suggestions from staff.  
Seeks staff opinions and feelings regarding school-related problems.  
Gives constructive criticism and praise when appropriate.  
Is accessible to staff.  
Interacts frequently with staff in a mutually respectful and friendly manner.  
Works with staff to reduce undue stress and pressures.

Demonstrates positive interpersonal relationships with other administrators.

Demonstrates professional courtesy.  
Works cooperatively with colleagues.  
Shares ideas, materials, and techniques with other administrators.  
Informs administrator and/or appropriate personnel of school-related matters.

Demonstrates positive interpersonal relationships with parents/community.

Seeks support of parents to meet the needs of students.  
Seeks input and involvement through parent/community relations.  
Supports and participates in parent/community activities.

### **Professional Responsibilities**

Implements the policies and procedures of the district.

Strives to stay informed regarding policies and regulations applicable to his/her position.  
Selects appropriate channels for resolving concerns and problems.

Participates in professional growth activities.

Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, coursework, workshops, conferences, and other training opportunities).  
Takes advantage of opportunities to learn from colleagues, staff, parents and community.  
Keeps abreast of current developments in the educational field (instruction, teacher evaluation, curriculum, finance, law, etc.).

Demonstrates a sense of professional responsibility.

Completes duties promptly and accurately.  
Is punctual.  
Provides accurate data to the school and district as requested for management purposes.  
Carries out duties in accordance with established job description.

## ADMINISTRATION

### Evaluation of Principals

2133

Effective evaluation of administrators is an essential part of the total educational program. Performance based evaluation should be a continuous process which directly reflects job-related performance. The development of a performance based evaluation process should be a cooperative effort between the superintendent and the principals. Evaluative criteria in a performance based evaluation system should reflect observable and definable administrative behaviors.

The primary purpose of performance based evaluation is to facilitate and improve the educational process through administrative leadership. An effective evaluation system should identify strengths and weaknesses and provide direction for maintaining and improving necessary skills through professional development activities.

Performance based evaluation of administrators should provide a basis for fair, objective decision-making by the Board of Education. The evaluation of the superintendent is the responsibility of the Board of Education, and the evaluation of all other administrative personnel is the responsibility of the superintendent.

#### Components of Performance Based Evaluation:

- a. Job-Related Expectations  
The superintendent and building principals will identify the skills expected of the administrative staff. These skills will be the criteria upon which the building principals will be evaluated.
- b. Documentation of Skills  
Written documentation regarding the identified skills/ criteria is essential for successful administrative evaluation. This is accomplished through observation of the administrator for identified behaviors.
- c. Feedback Regarding Skills  
For administrative evaluation to be a positive element, it must be an ongoing process which involves discussions regarding the identified skills between evaluators and those being evaluated. For the evaluation to be effective, the administrator should receive formal feedback periodically during the evaluation cycle, and should note positive areas as well as those which need improvement.
- d. Opportunity for Improvement  
To be useful to the school district and fair to administrators, the evaluation process should provide a chance for the administrator to improve performance on specific skills. This involves an organized approach to identifying areas in need of improvement and relates specifically to performance criteria/ personal skills which may be addressed through the development of job targets for the administrator.
- e. Building Level Goals  
One of the most important elements of effective administration involves providing clear direction for the building. The district is organized through establishment of district-wide goals. This aspect of the principalship is so important that it has been identified as a specific part of performance evaluation. It is important to note that these are Building Level Goals and not ones relating to the principal's personal or professional growth.
- f. Decision Making  
A successful administrative evaluation system provides a sound basis for decision making regarding administrative performance. These decisions are based upon information obtained through the observation, documentation and feedback process. The key elements in these administrative decisions are performance on the skills identified in the evaluative criteria and progress toward established Building Level Goals.

## ADMINISTRATION

### Administrative Operations

2200

The organization of the school staff shall be unified and directed by a single executive head – the Superintendent of Schools.

The Board of Education recognizes the following services or functions within the school system:

- a. Policy-making and legislation – Function of the Board of Education and implemented by the Superintendent of Schools.
- b. Administration – a function of the administrators on all levels of the school system and unified and coordinated through the office of the Superintendent of Schools.
- c. Instruction – a service performed by teachers, supervisors, counselors, librarians, and curriculum workers assisted by administrative employees.
- d. Research – auxiliary service to instruction and administration for the purpose of fact finding, interpretation, planning and evaluation as well as coordinating work of all members of the staff in their regular assignments in the school system.
- e. Legal advice – a service performed by the school appointed attorney for the Board of Education.
- f. Plant operation and maintenance – functions of the staff which includes principals, counselor, custodians, secretaries, bus supervisor, and others under the direction of the Superintendent.
- g. Business affairs including accounting, secretarial and clerical – services performed by secretaries, clerks, and others under the direction of their respective administrative heads.
- h. School community relations – a service to the public of interpretation and understanding of schools and programs.
- i. Non-instructional services for students – services such as hot lunch and transportation.

## **ADMINISTRATION**

### **Administrative Responsibility for Policy Implementation**

**2210**

The policies developed by the Board of Education and the administrative regulations or procedures developed to implement all policies are designed to increase the probabilities of an effective and efficient school system. Consequently, it is assumed all Board employees and students willingly carry them out. In an attempt to insure equitable and just treatment of all, suggestions for changes in, revisions of, or additions to existing policies and regulations are welcomed from employees, students, and the interested public.

All administrators are responsible for informing subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended. Continued disregard for Board policy and administrative regulations may be interpreted as willful neglect of duty and may constitute grounds for dismissal. Any employee who feels that he or she is subject to arbitrary or capricious regulations may institute a formal grievance procedure.

## **ADMINISTRATION**

### **Administrative Leeway in Absence of Board Policy**

**2211**

In cases where emergency action must be taken within the school system and where the board has provided no guides for administrative action, the superintendent shall have the power to act, but his/her decisions shall be subject to review by action of the board at its regular meeting. It shall be the duty of the superintendent to inform the board promptly of such action and of the need for the policy.

## **ADMINISTRATION**

### **Suspension of Policies, By-Laws, Administrative Regulations**

**2212**

Any policy of the Board may be suspended or an amendment made to the policy for an agreed upon period of time by a vote of two-thirds of the members of the Board.

No policy of the Board shall be repealed or altered unless two-thirds of all members of the Board vote for the suspension, repeal, or alteration upon motion for the purpose at a previous meeting of the Board.

The Superintendent of Schools, in case of emergency, may suspend any part of school board policy and regulations as it pertains to administration of schools provided that the Superintendent reports the fact and reason for such suspension at the next meeting of the Board of Education. The suspension of policy shall expire at the time of said report unless continued in effect by action of the Board of Education.

## **ADMINISTRATION**

### **Review of Administrative Decisions**

**2220**

The board encourages the superintendent to seek its counsel with respect to needed decisions based upon policy when the subject is controversial or emotion-laden. Whenever the superintendent takes action in such sensitive matters before consulting the board, he/she is invited to discuss with it the basis for his/her decision to help the board support him/her whenever criticisms or objections are voiced.

## **ADMINISTRATION**

### **Councils, Cabinets, and Committees**

**2230**

The board encourages the superintendent and administrative staff to create and maintain appropriate mechanisms such as councils, cabinets, and committees to:

1. Foster good communication within the staff.
2. Allow each member of the staff to have a voice in the development of policies and in the making of decisions affecting him or her.

## **ADMINISTRATION**

### **District Advisory Councils**

**2231**

In the development of rules, regulations, and arrangements for the operation of the school system, the superintendent should include at the planning stage whenever feasible those employees who will be affected by such provisions.

The superintendent shall develop with professional and nonprofessional employees channels for the communication of ideas and feelings regarding the operation of the schools. He/she shall weigh with care the counsel given by the employees, especially that given by groups designated to represent large segments of the staff, and shall inform the board of such counsel in presenting reports of administration action and in presenting recommendations for board action.

## **ADMINISTRATION**

### **Policy and Rule Systems**

**2240**

The superintendent shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the board, the bylaws adopted by the board, and the regulations of the administration. The board policies, the board bylaws, and the administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned, including the board, staff and the community.

#### **Policies**

Policies are statements of intent which are adopted by the board of education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The superintendent must take the leadership in the policy-making process, by recognizing the need for specific policies and giving the board proposed policy statements for consideration, modification and adoption. The superintendent shall develop a regulation specifying the procedures by which policies will be developed and presented to the board.

#### **Rules**

The superintendent shall specify the required actions, and design the detailed arrangements under which the schools are to be operated. Those rules and procedures which apply throughout the district are to be designated as "rules," and are to be placed in the district policies and regulations manual. The rules shall be presented to the board before implementation in the district, but the board will not adopt a rule unless adoption is required by federal or state law. Administrative rules must be consistent with the policies adopted by the board of education.

The superintendent is responsible for development and implementation of the district rules. He/She should, as a matter of good administrative procedure, develop a system whereby staff members are involved in development of rules in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted board policy, and capable of full implementation.

#### **Bylaws**

Bylaws are the rules governing the internal operations of the board of education. When need for a new bylaw, or modification of an existing bylaw is recognized, the superintendent will be directed to develop and present the board with an effective new or modified bylaw for consideration, modification is necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

## **ADMINISTRATION**

### **House Organs, Manuals, Directives, Bulletins**

**2241**

The board agrees to furnish to each employee association a current roster including names and addresses of employed personnel (as of September 1<sup>st</sup>), one (1) copy of agendas and minutes of all public board meetings, and to make available to each association such other public information that shall assist each association in developing intelligent, accurate, informed, and constructive programs on behalf of students and employees.

Each association shall have space on the bulletin boards in each school building. The location of such bulletin boards shall be agreed upon mutually by the respective associations and the building principal. Materials to be posted shall be in good taste.

## **ADMINISTRATION**

### **Consultants**

**2250**

The board encourages the use of consultants as a means of providing the schools with invaluable specialized services not normally required on a continuing basis.

Sufficient funds will be made available to attract the most outstanding authorities in the various fields. However, the use of consultants from outside the school system who promote a particular commercial product is discouraged. When such consultants are used, it should be made clear to them that they are to perform as consultants and not as sales representatives.

## **ADMINISTRATION**

### **Vehicle Use by Administration**

**2260**

The superintendent shall be allowed use of a school vehicle for school related meetings and extracurricular activities. Such vehicle use shall not include personal use or for transportation from home to work. Building level administrators (principals and activities director) shall be allowed use of a school vehicle for transportation when any such administrator is designated as the administrator-on-duty for any specific school activity; provided, however, no more than one such vehicle shall be dispatched for any one event.

## **ADMINISTRATION**

### **Annual Review of Drug-Free Policy**

**2270**

It shall be the policy of the Dawes County School District No. 2 to annually review its entire program pertaining to the prevention of the use of illicit drugs and the abuse of alcohol by students and employees to determine the effectiveness of the program and to implement such changes to the program as are deemed needed.

The guidance counselors shall undertake such study as is deemed appropriate to determine whether the program of the District as hereinabove referred to is accomplishing its intended goals. If the Superintendent determines that changes are necessary or desirable in the program, the Superintendent shall, on or before the regular July meeting of the Board of Education, present to the Board of Education such changes as are proposed by the administration in the program of the District.