

**Subject: Administration**  
**Policy No. 2011 Administrator Code of Ethics**

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

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

The professional school administrator:

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

Adopted: 2005  
Reorganized: \_\_\_\_\_  
Last Reviewed: \_\_\_\_\_

**Subject: Administration**  
**Policy No. 2120 - Superintendent of Schools**

**Criteria for Selection**

The candidate for the superintendency must fill the following qualifications.

- Must hold a Specialist Degree in educational administration.
- He shall have demonstrated competence and leadership in school finance, personnel management and curriculum development.

**Method of Selection**

When a vacancy occurs or knowledge that such a vacancy will occur becomes known to the board, this fact will be made known to the local and state news media, to state and area placement offices and to the Nebraska State Department of Education. Each inquiry about the position will be answered promptly. Candidates shall be expected to submit a complete written application and a set of updated credentials. Candidates will be screened on the basis of the contents of their credentials, information on their written application, by personal contact with recent employers, and by personal interviews whenever warranted. The board will select the outstanding applicants (usually three to six in number) and ask these applicants to appear for personal interviews with the Board of Education. Further screening may be done by the board by interviewing the spouse of the candidate and visiting the town and school system of the respective candidate. Additional personal interview may also be desirable. The candidate selected shall be contacted and as soon as he signs a contract, the rest of the applicants shall be promptly notified.

**Terms of Employment**

The Board of Education shall appoint the Superintendent of Schools for a term not to exceed three years in length. In the case of the Superintendent currently serving, this action shall take place on or before the regular January meeting of the Board of Education.

The Superintendent shall be employed on a 12 month basis with an annual vacation of approximately one month exclusive of school holidays, with board approval. Board of Education may modify vacation, holidays, etc. for part-time position.

The Board of Education may request the Superintendent to have a complete physical examination at least every two years at Board of Education expense and the report of this physical examination shall be furnished to the Board of Education at its request.

The contract of the Superintendent may be amended or non-renewed by following the procedures established by Nebraska School Law. (LB 259)

Health insurance plan for the superintendent shall be negotiated.

**Resident.**

The Superintendent shall be a resident of the district, unless approved otherwise by the Board.

**Superintendent's Evaluation**

The Superintendent shall be evaluated twice during the first and second years of employment and at least once annually thereafter. The evaluation instrument to be used in the evaluation of the Superintendent shall be in the form established by the Board of Education.

# Allen Consolidated Schools Superintendent Evaluation Form

EVALUATION PLAN: The following process is recommended for the evaluation of the Superintendent of Schools.

- 1) Read and review Superintendent Job Description.
- 2) Read and review progress of the Superintendent and Board of Education Annual Goals.
- 3) Individual Board Members should review and complete the Performance Evaluation instrument in draft form and set aside for review. By reviewing, you have the opportunity to provide additional comments and/or make necessary corrections. It is important that each board member enter comments on the appraisal to substantiate a score that falls below two (2) on a specific item.
- 4) Compilation of ratings by Board President.
- 5) The Board President will meet with the superintendent to review the compiled ratings
- 6) The Board President will meet with board members to review the compiled ratings. Such discussion may include the identification of strengths, and areas for improvement as determined. This will be done in open session of the school board meeting
- 7) The Board will consider contract renewal and take official board action in open session.
- 8) During the first two years of employment the board of education will evaluate the superintendent two times with the first evaluation taking place in December and the second in June. After the first two years the board of education will evaluate the superintendent once a year taking place on or before the month of December.

## **PART I - INSTRUCTIONS TO BOARD MEMBERS**

Listed below are evaluation factors that are important in the performance of the Superintendent's job. NOTE: The "overall performance" evaluation should reflect the Superintendent's total performance, including the performance factors as related to the Superintendent's responsibilities and duties as set forth in the job description. Please submit to the Board President upon completion.

*1.0 = UNACCEPTABLE* - Consistently fails to meet job requirements; performance clearly below minimum requirements. Immediate improvement required to maintain employment.

*2.0 = NEEDS IMPROVEMENT* – Occasionally fails to meet job requirements; performance must improve to meet expectations of position.

*3.0 = MEETS EXPECTATIONS* – Able to perform 100% of job duties satisfactorily. Normal expectations are met.

*4.0 = EXCEEDS EXPECTATIONS* – Frequently exceeds job requirements; all planned objectives were achieved above the established standards and accomplishments were made in unexpected areas as well. This is the highest level of performance that can be attained.

NA = No Opportunity to Observe – Board member has not had the opportunity to observe the Superintendent regarding the performance being measured/evaluated.

## PART II - EVALUATION FACTORS

1. *Knowledge, Skills, Abilities* – Consider the degree to which the Superintendent exhibits the required level of job knowledge and/or skills to perform the job and this Superintendent’s use of established techniques, materials and equipment as they relate to performance. Does the Superintendent demonstrate the ability to manage several responsibilities simultaneously; perform work in a productive and timely manner; meet deadlines?

Unacceptable.....Exceeds Expectations  
1 1.5 2 2.5 3 3.5 4 N/A

Supporting Details:

2. *Quality and Adaptability* – Does the Superintendent complete assignments meeting quality standards? Consider accuracy, thoroughness and adherence to standards and policies. Consider the ease with which the Superintendent adjusts to any change in duties, responsibilities, procedures, or work environment. How well does the Superintendent accept new ideas, respond appropriately to constructive criticism and to suggestions for work improvement from the Board of Education?

Unacceptable.....Exceeds Expectations  
1 1.5 2 2.5 3 3.5 4 N/A

Supporting Details:

3. *Communication* – Consider job related effectiveness in communications with others. Does the Superintendent express ideas clearly both orally and in writing, listen well and respond appropriately to the board of education?

Unacceptable.....Exceeds Expectations  
1 1.5 2 2.5 3 3.5 4 N/A

Supporting Details:

4. *Ethical* – Consider the degree in which the Superintendent exhibits honesty, integrity, and trustworthiness in responsibilities, assignments, and interactions with others.

Unacceptable.....Exceeds Expectations  
1 1.5 2 2.5 3 3.5 4 N/A

Supporting Details:

5. *Leadership* – Consider how well the Superintendent demonstrates effective team working abilities; gains respect and cooperation; inspires and motivates district employees; works toward common goal. How well does the Superintendent demonstrate the ability to work with others in accomplishing goals? Consider how well the Superintendent serves as a role model; provides guidance and opportunities to district employees for their development and

advancement; resolves problems; assists district employees in accomplishing objectives. Consider how well the Superintendent seeks and assumes greater responsibility, monitors projects, and follows through appropriately.

Unacceptable.....Exceeds Expectations  
1     1.5     2     2.5     3     3.5     4     N/A

Supporting Details:

6. *Planning and Organizing* – Consider how well the Superintendent plans and organizes work; coordinates with others, and establishes appropriate priorities; anticipates future needs; carries out assignments effectively. Consider the results of this Superintendent’s efforts. Does the Superintendent demonstrate the ability to manage several responsibilities simultaneously; perform work in a productive and timely manner; meet deadlines? Does the Superintendent monitor projects and exercise follow-through; adhere to time frames; is on time for meetings and appointments? Consider how well the Superintendent effectively analyzes problems, determines appropriate action for solutions, and exhibits timely and decisive action; thinks logically.

Unacceptable.....Exceeds Expectations  
1     1.5     2     2.5     3     3.5     4     N/A

Supporting Details:

7. *Financial* – Consider how well the Superintendent prepares the budget, has complete understanding and knowledge, manages all funds, and submits timely reports to the Board of Education.

Unacceptable.....Exceeds Expectations  
1     1.5     2     2.5     3     3.5     4     N/A

Supporting Details:

8. *Relationships* – Consider how well the Superintendent establishes relationships with students and parents, maintains a positive learning environment, participates in professional organizations. To what extent does the Superintendent display a positive, cooperative attitude in the completion of duties and responsibilities? How well does the Superintendent work with district employees? Does the Superintendent demonstrate consideration of others; maintain rapport with others; help others willingly?

Unacceptable.....Exceeds Expectations  
1     1.5     2     2.5     3     3.5     4     N/A

Supporting Details:

### **PART III - GOALS/OBJECTIVES/SPECIAL ASSIGNMENTS**

Where goals, objectives, projects, special assignments, etc. have been clearly established, progress of these tasks should be evaluated. List and evaluate progress made on major pre-determined goals, objectives, projects, job duties and special assignments. The “Supporting Details” space may be used for satisfactory progress but must be used for unsatisfactory progress.

**1. Goal:**

Accomplished  
Supporting Details:

Satisfactory Progress

Unsatisfactory Progress

**2. Goal:**

Accomplished  
Supporting Details:

Satisfactory Progress

Unsatisfactory Progress

**3. Goal:**

Accomplished  
Supporting Details:

Satisfactory Progress

Unsatisfactory Progress

**4. Goal:**

Accomplished  
Supporting Details:

Satisfactory Progress

Unsatisfactory Progress

**5. Goal:**

Accomplished  
Supporting Details:

Satisfactory Progress

Unsatisfactory Progress

**6. Goal:**

Accomplished                      Satisfactory Progress                      Unsatisfactory Progress  
Supporting Details:

**7. Goal:**

Accomplished                      Satisfactory Progress                      Unsatisfactory Progress  
Supporting Details:

**PART IV - OVERALL PERFORMANCE**

*Part I:* Average of the response given by the board of education members.

Unacceptable .....Exceeds Expectations

1      2      3      4

*Part II:* Summary of Goals.

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**SIGNATURES:**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Board President: \_\_\_\_\_ Superintendent: \_\_\_\_\_

I have been advised of my performance ratings. I have discussed the contents of this review with the board members. My signature does not necessarily imply agreement. My supporting details are as follows (optional) (attach additional sheets if necessary).

Adopted: January 2013

Reorganized: December 2015

Last Reviewed: December 2015

**Subject: Administration**

**Policy No. 2122 - Superintendent of Schools: Job Description**

**Duties of Superintendent**

Superintendent shall serve as the executive officer of the Board of Education and shall have as his responsibilities the administration of the complete school program, within the framework of the policies established by the board and in accordance with the State School Laws

The Superintendent is expected to be a student of educational trends, theories, and practices. He/she shall attend state or national and regional conferences pertaining to his/her official duties. The expense for attending such meetings shall be paid by the school district. Board approval of attendance must be secured before reimbursement of expenses for regional or national meetings will be considered.

The Superintendent shall approve the appointment of faculty committees that may be required for the implementation of educational policies and practices.

He/she shall prepare the agenda for all school board meetings and attend all such meetings unless excused by the president at his/her request except for those portions of any executive session in which his own re-election is under consideration.

He/she shall recommend policy alterations and additions for the board's consideration.

He/she shall nominate new employees, recommend re-election of current employees and recommend dismissal of any employee rendering unsatisfactory services.

He/she shall prepare an annual budget, interpret it for the board and administer it after its adoption. Within the limitations permitted under the law the budget may be revised during the fiscal year if considered necessary by the Superintendent and the Board of Education.

The Superintendent shall assemble data, develop and recommend building programs and act as educational advisor to the architects in the preparation of plans and specifications for new construction.

The Superintendent is authorized to sign the warrants and claims for reimbursement in the Hot Lunch Program. He/she may delegate this responsibility to the school official directly in charge of the Hot Lunch Program.

The Superintendent shall be responsible for the Activity Fund Account. The Superintendent will sign all warrants for the Activity Account.

The Superintendent shall be general supervisor of all repairs to school buildings authorized by the board.

The Superintendent shall have discreet power to adopt such measures as he/she may deem necessary to give force and effect to the policies of the Board of Education.



He/she shall make regular financial reports to the Board of Education and direct the proper accounting of all school funds.

He/she shall recommend to the Board of Education any alterations, which he/she deems necessary in school attendance boundaries.

He/she shall be responsible for the maintenance of school facilities and equipment.

He/she shall prepare and present to the board annually a calendar for the coming year.

He/she shall be responsible for the development of an in-service education program for all certified employees.

He/she shall have the responsibility for interpreting the school program to the community and of keeping the public informed concerning the conditions and general operation of the schools.

He/she shall keep the board informed concerning curriculum, instructional, and administrative trends in education at the local, state, and national levels.

He/she shall serve as the chief liaison between the board and the school staff.

He/she shall keep or cause to be kept sufficient personnel records on each staff member.

He/she shall determine if weather conditions are too adverse for the school to operate and shall act accordingly. He/she may delegate this responsibility to other administrative personnel when he/she is not available to make such decisions.

He/she shall be available for duties, which the board may from time to time deem pertinent to his/her position.

He/she shall be a member of as many civic, fraternal, and professional organizations as necessary to maintain open and clear communication between the school administration and these groups.

Allen Consolidated School administrators who are serving on 12 month contracts may attend summer school to gain additional proficiency and/or an advanced degree without loss of salary as long as such attendance does not interfere with their assigned duties during the summer. Such attendance must be cleared with the Board of Education.

The Superintendent shall make regular visits to classrooms. The Superintendent and/or Principal shall make one written evaluation each 18 weeks for each non-tenured teacher and three evaluations over a three year period for each tenured teacher. Evaluation must be based on no less than one full class period of observation.

Strategic Planning Issues:

To be creative, aggressive and innovative in the key issues affecting schools currently and in the future. These include but are not limited to:

1. School finance: to seek new and alternative sources of revenue including grants, foundations, local community etc.
2. Curriculum: alternate methods of instruction that may be more effective and efficient.
3. Staffing: to review staffing resources, needs, and be able to optimize personnel.
4. Partnering: pursue opportunities with other entities including other schools.
5. Public Relations: to effectively position the school in the eye of the public and to be looked at as a positive influence in the surrounding culture.

Adopted: \_\_\_\_\_

Reorganized: 2000

Last Reviewed: 2009

**Subject: Administration**

**Policy No. 2200 - Administrative Operations**

### **Senior High School Principal**

He/she shall have appropriate background and training in educational administration.

The administrator shall be notified on or before March 15 of the contractual year of any condition, which may cause the Board of Education to terminate or amend his contract for the ensuing school year. He/she shall have the opportunity for a hearing before the Board of Education under the conditions outlined in state Law 79-1254. Contracts for continued employment shall be considered on or before the regular February board meeting each year.

He/she shall serve a contractual term of one or more years as per negotiated contract.

The Principal shall be responsible for the administration of all of the educational programs within his/her building.

He/she shall organize in-service training programs for the professional staff.

The Principal shall make regular classroom visitations to teachers and confer with them after such visitations. The Principal or Superintendent shall make one written evaluation each 18 weeks for each non-tenured teacher and three evaluations over a three year period for each tenured teacher. Evaluation must be based on no less than one full class period of observation.

The Principal shall recommend teachers for retention and dismissal.

He/she shall work actively to keep the curriculum responsive to student and community needs.

He/she shall be responsible for pupil and teacher scheduling, pupil accounting, annual budgetary recommendations, and scheduling and supervision of all school activities, the securing of substitute teachers, the establishment and implementation of identifiable public relations programs and for duties which may be assigned by the Superintendent and/or Board of Education.

The Senior High Principal or designee shall supervise all home athletic and co-curricular events, and be responsible for securing the building following the event.

He/she must be Resident of District if housing available, unless otherwise approved by the Board.

The Secondary Principal is directly responsible to the Superintendent of School.

The Secondary Principal shall receive paid family health insurance or negotiate a cash option.

### **Elementary Principal**

The elementary Principal shall have appropriate background and training in elementary school administration.

The administrator shall be notified on or before March 15th of the contractual year of any condition which may cause the Board of Education to terminate or amend his/her contract for the ensuing school year. He/she shall have the opportunity for a hearing before the Board of Education under the conditions outlined in State Law 79-1254. The Principal shall be on duty as per negotiated contract. Contracts for continued employment shall be considered on or before the regular February board meeting each year.

He/she shall serve as chief administrative and supervisory officers in their school buildings.

The elementary principal shall be directly responsible to the Superintendent of Schools.

The elementary principal shall conduct regular supervisory visitations to the classrooms in their school building and shall follow these visitations with personal conferences with the teachers involved. The Principal or Superintendent shall make one written evaluation each 18 weeks for each non-tenured teacher and three evaluations over a three year period for each tenured teacher. Evaluation must be based on no less than one full class period of observation.

He/she shall give annual recommendations for retention or dismissal of all teachers in their school buildings.

He/she shall organize and implement in-service programs for the professional staff in their buildings.

He/she shall be responsible for curriculum development, the scheduling of teachers and pupils, proper pupil accounting, making annual budgetary recommendations and the development and implementation of an identifiable public relations program for their school buildings.

The elementary principal may be assigned other duties and responsibilities by the requirement of their positions or by the Superintendent of Schools.

The elementary principal shall receive paid family health insurance or negotiate a cash option..

### **Other Specialized Personnel**

The duties or responsibilities of other specialized certificated personnel will be assigned by the Superintendent of Schools. These duties will ordinarily be stipulated in a job description of that position.

### **Evaluation of Principals**

#### 1. Objectives

The Board recognizes that the role of a school principal is varied and complex requiring an appraisal of process that accurately measures performance and provides support for the continues growth and improvement of the principal. The general job description and an evaluation instrument with performance standards for a principal shall be promulgated under the direction of the Superintendent of Schools and approved by the Boar of Education. The appraisal process for Principal shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Principals their role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Principal's responsibilities.
- d. Develop harmonious working relationships between the Board and each

Principal

- e. Aid the individual Principal to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

#### 2. General Procedures

The Formal Principal appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Principal's duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective Principal. As a result,

additional data and information related to the administrative role may be utilized to generate a comprehensive appraisal.

### 3. Appraisal Cycle

Probationary Principals shall be observed and evaluated at least once each semester. Permanent (tenured) Principal shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Principal or in the discretion of the appraiser. The appraisal cycle and appraisal process for a permanent principal is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Principal rights, but may be addressed in evaluating the responsible appraiser's performance.

The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for not less than 50 minutes.

### 4. Appraisal Process

The appraisal process is the responsibility of the Principal and the Principal's immediate supervisor.

Performance standard categories set forth in the evaluation instrument shall serve as the basis for the formal appraisal. During the formal appraisal, data is collected as required to provide a basis for appraising the performance categories. The data will relate to each indicator identified in the performance standard category. Data collection may include but is not limited to, statistics received by routine reports; statistics generated by reports specifically designed for appraisal review of sample written materials of the Principal (such as Principal's evaluations of teachers) and observations of performance. The Principal may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as it requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report. In addition to the final report, each Principal will receive or may request a detailed version of the data results as related to each performance standard and indicator. This review will include the appraiser's perceptions of whether or not the given expectations indicator was met.

### 5. Final Summative Evaluation

The appraisal process culminates in a final summative evaluation. The final evaluation consists of a rating of each performance category, identification of whether the Principal's performance meets or does not meet district standards of performance, a list of deficiencies in the Principals' performance, suggestions and plans for improvement to assist the Principal in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional the Principal may be assigned responsibility to priced suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further in the event improvement plans or other similar performance measures are implemented, the Principal shall have the duty to comply with such plans. The Principal

is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticism and suggestions of the appraiser.

**Evaluation Instrument of Principals**

**ALLEN CONSOLIDATED SCHOOLS  
PERFORMANCE EVALUATION  
PRINCIPAL**

**NAME:**

**DATE:**

**Performance meets/exceeds district**

**Standards**

- 1. INSTRUCTIONAL LEADERSHIP** **YES**  
**NO**

**Judgment**  
**Written Staff Evaluations**  
**Improvement of Instruction**  
**Knowledge of Current Trends**

**General Comments:**

- 2. PERSONNEL MANAGEMENT**

**Decision-making skills**  
**Staff Schedules**  
**Conflict Resolution**  
**Organization of Activities**  
**Supervision of Activities**

**General Comments:**

- 3. CURRICULUM**

**Involvement in Process**  
**Curriculum meets District Guidelines**  
**Effective Grading Procedures**  
**Management of Student Information (PowerSchool)**  
**Management of LDL Education**

**General Comments:**

- 4. DISCIPLINE**

**Positive School Climate**  
**Consistency in Discipline**

**Sensitivity**  
**Attention to Detail**

**General Comments:**

- 5. PERSONAL SKILLS**
  - Written Communication**
  - Oral Communication**
  - Stress Management**
  - Organization**
  - Open to Ideas/Risk Taker**
  - Cooperation with Superintendent**
  - Professionalism with Staff and Students**

**General Comments:**

- 6. SCHOOL/COMMUNITY RELATIONS**
  - Working Relationship with Staff**
  - Working Relationship with community**

**General Comments:**

- 7. MISCELLANEOUS ITEMS**
  - Transportation**
  - Safety of Students and Staff**
  - Cooperation and supervision of Special Ed.**

**Principal's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent's Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

Adopted:     January 2013    

Reorganized:     January 2013    

Last Reviewed:     January 2013