

### 301.1 Qualifications

The superintendent of an accredited school must hold a Professional Administrative and Supervisory Certificate with an endorsement for superintendent. For various requirements for this certificate, consult NDE-Rule 21-Issuance of Certificates.

An emergency Administrative and Supervisory Certificate may be issued to fill an emergency superintendency vacancy. Information may be found in the "Rules for Issuance of Certificate and Permits to Teach, Counsel Supervise and Administer in Nebraska Schools." NDE Rule 21. This is a State Board Policy.

Other qualifications may apply as required by the Pleasanton Board of Education. These qualifications must be in addition to those required for certification.

### 301.2 Superintendent Compensation Guides and Contracts

An employment contract for an administrator must be in writing on a form recommended by the Department of Education. The contract must be approved by a majority of the school board and signed by a designated member of the Board. A contract to be terminated must also be approved by a majority vote of the Board.

All contracts for employment of an administrator must contain provisions stating that

- 1) The employed person will hold a valid certificate at the beginning of the school year;
- 2) The employed is not under contract to another district in this state; and
- 3) That there shall be no penalty for release from the contract.

Administrators may be hired under a contract for no longer than 3 years by a majority vote of the school board.

### 301.3 Functions

The Superintendent is the chief executive officer for the board and the administrative head of all divisions and departments of the school system. It is his duty to administer the policies of the Board and provide leadership for the entire school system. The superintendent is the professional consultant to the Board, and in this capacity makes recommendations to the Board for changes in Board policies and the educational program.

The duties of the Superintendent are not limited to those listed, and can be broadened, as the Board shall determine necessary.

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel. The evaluation is to be

completed by the regular board meeting in December of each year. The evaluation instrument is to be given to the board in November and returned for the December meeting.

301.3a

Duties of the Superintendent of Schools Attachment B

- A. The Superintendent shall attend all meetings of the Board and such meetings of the Board committees as the Superintendent may deem desirable, except when the Superintendent's own efficiency or salary is under consideration.
- B. The Superintendent shall enforce the policies and regulations of the Board of Education, submit for adoption by the Board of Education the annual school calendar, present recommendations for Board policy, make a continuous study of the development and needs of the schools, and prepare reports to the Board of Education on the condition and development of the schools. The Superintendent shall also acquaint the public with the activities and needs of the schools.
- C. The Superintendent shall recommend to the Board of Education for appointment all personnel including those required for teaching, supervision, clerical work, maintenance of buildings, custodial service, or any other type of service which may be necessary for the operation of the schools.
- D. The Superintendent shall be responsible for the assignment, alteration of assignment, suspension, and recommendation for promotion or dismissal of any employee of the Board of Education except with regard to the Superintendency.
- E. The Superintendent shall be responsible for the conduct of the instructional program and shall provide courses of study, textbooks, supplies, and supervision for the instructional program.
- F. The Superintendent shall have the right to consolidate classes, assign pupils to classes, and may suspend or expel students from school in accordance with Board Policies, Administrative Regulations and Law.
- G. The Superintendent shall be responsible for the development, maintenance, and operation of a constructive program of staff development for all employees of the school system, and for this service the Superintendent shall have power under budget control to employ lecturers, grant temporary leaves from work, and develop professional library facilities as required.
- H. The Superintendent shall maintain a continuous study of the problems confronting the schools, evaluate the quality and efficiency of all departments, and report in writing to the Board of Education findings and recommendations as requested.

- I. The Superintendent shall have the responsibility of the formation of school policies, plans and programs, and by the preparation and presentation of facts, explanations, and recommendations the Superintendent shall assist the Board of Education in its duties of legislation and policy making for the schools.
- J. In order to expedite the work of the schools, the Superintendent shall issue such administrative manuals or booklets of instruction as the Superintendent may deem necessary for the effective administration of the schools. These manuals shall be distributed to the employees directly concerned. Insofar as the provisions of such manuals are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or State statutes, these shall be binding upon all employees, students, and building users.
- K. The Superintendent shall have power to form advisory committees or councils, including members who are not employees of the Board of Education, to advise the Superintendent in formulating policies and plans for carrying on the work of the schools. The work of such committees shall be advisory only and without expense to the School District.
- L. The Superintendent of Schools may delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority. Work completed upon delegation of the Superintendent, and in accordance with the Superintendent's directions, shall be deemed as having been done by the Superintendent of Schools.
- M. All reports or recommendations to the Board from any officer or employee under the direction otherwise directed by the Board of Education.
- N. The Superintendent shall propose an annual budget and present it to the Board of Education for their acceptance and/or revision. After the annual budget meeting and adoption of the budget by the Board, he shall administer the budget.
- O. The Superintendent shall represent the Pleasanton Public School District before the public and strive to maintain a program of public information, which will foster understanding of the school and cooperation between the public and the school.

- P. The Superintendent is expected to be a student of educational theory and practice and acquaint himself with progress and innovations in instruction and learning. He shall attend area and state conferences as approved by the Board of Education.
  
- Q. The Superintendent shall make recommendations with reference to the size and additions to existing sites; the location and size of new buildings; the plans for additions, renovations and alterations of buildings and equipment of the district.
  
- R. The Superintendent shall maintain adequate records for the school, including a system of financial accounts; business and property records; and personnel, etc. as required by state statute.
  
- S. The Superintendent shall make recommendations to the Board concerning the transportation of pupils. He shall be responsible for the custodial and maintenance operations of the school.
  
- T. The Superintendent may delegate to principals and other employees of the district, duties or responsibilities required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority or responsibility.
  
- U. The job description for the Superintendent will be reviewed from time to time by the Board of Education.

### 302.1 Building Principals

The Pleasanton Public School may employ a Junior-Senior High School Principal, or have the superintendent assume that position.

The Principal shall have at least three years of teaching experience.

Experience as a principal, assistant principal, or a supervisory position is desirable.

The principal shall hold either a valid Nebraska Administration and Supervisory Certificate or a Nebraska Professional Administrative and Supervisory Certificate.

The board may also hire an elementary principal, or have the superintendent assume that position.

### 302.1a Evaluation of Principals and Other Certificated Administrative Personnel

#### 1. Objectives

The Board recognizes that the roles of a school superintendent, principal, assistant principal, and other certificated personnel of the School District (hereinafter collectively referred to as “Administrators”) are varied and complex requiring an appraisal of process that accurately measures performance and provides support for the continued growth and improvement of the Administrator. The general job description and an evaluation instrument with performance standards for each administrative position shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education, and provided to the affected administrator. The appraisal process for each Administrator and administrative position shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Administrator their respective 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 Administrator’s responsibilities.
- d. Develop harmonious working relationships between the Board and administrative supervisors and each Administrator.
- e. Aid the individual Administrator 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 Administrator 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 Administrator's duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or the Administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be utilized to generate a comprehensive appraisal.

### 3. Appraisal Cycle

Probationary Administrators shall be observed and evaluated at least once each semester, except the Superintendent, who shall be observed and evaluated by the Board of Education once each semester in the first contract year of employment, and once per year each contract year thereafter. Permanent (tenured) Administrators 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 Administrator or in the discretion of the appraisal.

The appraisal cycle and appraisal process for a permanent administrator 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 Administrator 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 for no less than fifty (50) minutes during the periods being evaluated.

### 4. Appraisal Process

The appraisal process is the responsibility of the Administrator and the Administrator's immediate supervisor as determined by the Board of Education and/or the Superintendent of Schools, provided the supervisor of the Superintendent of schools shall be the Board of Education. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument for each administrative position, as adopted and amended from time-to-time, shall serve as the basis for the informal job-target-based formative appraisal and the formal summative appraisal. During the formal summative 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, surveys (formal or informal information gathering from staff, students, parents, community members, and other administrators), statistics received by routine reports; statistics generated by reports specifically designed for the appraisal;

review of sample written materials of the Administrator (such as for example a Principal's evaluations of teachers) and observations of performance. The Administrator may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is 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 Administrator 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 expectation indicator was met.

#### 5. Final Formal Summative Evaluation

The appraisal process culminates in a final formal summative evaluation. The final formal summative evaluation consists of a rating of each performance category identified in the evaluation instrument, identification of whether the Administrator's performance meets or does not meet district standards of performance, a list of deficiencies in the Administrator's performance, suggestions and plans for improvement to assist the Administrator in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Administrator may be assigned responsibility to provide 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 Administrator shall have the duty to comply with such plans. The Administrator is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

*See:* Evaluation instruments for each administrative position.

Date of Adoption: January 2012

#### 302.2 Appointments

The Principal shall be selected by the Superintendent, and then presented to the Board of Education for their approval.

#### 302.3 Functions

### 2.0 RESPONSIBILITIES AND AUTHORITY

- 2.1 The Principal is directly responsible to the Superintendent for all aspects of the management of the School as assigned, and for any general school assignments as delegated by the Superintendent.

- 2.2 The Principal is the immediate supervisor of all professional and support staff members.

### 3.0 DUTIES OF THE PRINCIPAL

- 3.1 Attend all Board of Education meetings unless excused by the Superintendent.
- 3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:
  - 3.21 Evaluation of the curriculum,
  - 3.22 Supervision of buildings and grounds maintenance,
  - 3.23 Creation (& updating) of job descriptions for all positions,
  - 3.24 Analysis of achievement test data,
  - 3.25 Supervision of co-curricular activities.
- 3.3 Maintain records, issue reports, send communications, write documents including the following:
  - 3.31 Class enrollment;
  - 3.32 Class schedule;
  - 3.33 Student records: grades, attendance, test data, health, discipline, accident, and cumulative files;
  - 3.34 Curriculum handbook - teacher handbook, student handbook;
  - 3.35 Semester and yearly plans;
  - 3.36 Evaluations data, staff evaluations, personal improvement plans;
  - 3.37 Weekly/monthly bulletins to parents;
  - 3.38 Daily bulletins to students and teacher
- 3.4 Conduct teacher performance appraisal per policy
- 3.5 Secure substitutes for staff who are absent

### 4.0 ORGANIZATIONAL EXPECTATIONS AND PERFORMANCE STANDARDS

- 4.1 Leadership and management;
  - 4.11 Establishes clear and appropriate professional and personal goals,
  - 4.12 Demonstrates initiative and alternative approaches to problem solving,
  - 4.13 Exhibits competence in planning and organizing,
  - 4.14 Is effective in implementation and follow-through.
  - 4.15 Provides for effective motivational techniques,

- 4.16 Delegates authority appropriately and effectively;
- 4.2 Communication:
- 4.21 Encourages and initiates communication in problem solving,
  - 4.22 Communicates clearly and thoroughly, both verbally and in writing,
  - 4.23 Shows communicative adaptability to pupils, staff, parents, and public;
- 4.3 Decision making:
- 4.31 Involves those to be affected in the decision-making process,
  - 4.32 Collects adequate information before making decisions,
  - 4.33 Uses reliable sources of information,
  - 4.34 Does not delay important decisions nor allow pressure to cause hasty decisions,
- 4.4 Responsiveness to others:
- 4.41 Exhibits openness and humaneness in dealing with others,
  - 4.42 reacts to mistakes with patience,
  - 4.43 Counsels individuals in private,
  - 4.44 friendly and open-minded in meeting situations,
  - 4.45 Steady and even-tempered when faced with criticism,
  - 4.46 Cooperates well with colleagues,
  - 4.47 recognized achievements of students and staff,
  - 4.48 Is an active listener;
- 4.5 Development and maintenance of effective educational conditions:
- 4.51 Requires school programs to reflect sound, research-based practices consistent with adopted instructional programs and philosophy,
  - 4.52 Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals,
  - 4.53 Encourages enthusiasm for learning and teaching,
  - 4.54 Provides for a cooperative feeling among students and staff;
  - 4.6 Contribution to district cohesiveness:
    - 4.61 Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes,
    - 4.62 Contributes to the development of sound administrative consensus and supports the implementation of such consensus,
    - 4.63 Expresses concerns regarding individual administrative decisions directly to the person responsible,

- 4.64 Shares with colleagues' current literature and research, helpful ideas, highlights of meetings attended,
- 4.65 Is prompt in providing support necessary to the completion of others tasks,
- 4.66 Recognizes and contributes to organizational goals;

4.7 Staff development and professional growth:

- 4.71 Establishes clear performance expectations
- 4.72 Assists staff members in setting and reaching goals
- 4.73 Uses the evaluation program effectively
- 4.74 Observes in classrooms on a regular basis,
- 4.75 Identifies areas of strength as well as areas of deficiency,
- 4.76 Encourages the professional growth of all staff;

4.8 Professional knowledge:

- 4.81 Exhibits awareness of sound educational practice,
- 4.82 Shows alertness to new knowledge that might benefit students or staff,
- 4.83 Keeps current with educational literature and research,
- 4.84 Participates in professional organizations and activities;

4.9 Pupil personnel:

- 4.91 Maintains positive school climate,
- 4.92 Exhibits concern for individual pupils' welfare,
- 4.93 Encourages appropriate activities to help pupils develop self-discipline and leadership skills,
- 4.94 Effectively handles student disciplinary problems

4.10 Community relations:

- 4.101 Exhibits awareness of the main concerns of the school community,
- 4.102 Is sensitive to the educational goals and special needs of the community and its component groups,
- 4.103 Establishes avenues for dialog between school and community

5.0 CONDITIONS OF EMPLOYMENT

- 5.1 The contract period shall be from August 1 through June 30 (200 days)
- 5.2 Sick and personal leave provisions shall be the same as those set for teachers.
- 5.3 Professional leave shall be arranged with the Superintendent.

5.4 The salary shall be set by the Board of Education.

5.5 Insurance and other benefits shall be those agreed upon in the contract.

## 6.0 EVALUATION

6.1 The Superintendent shall formally evaluate the Principal each year.

6.2 The Superintendent will provide suggestions and reinforcement to the Principal when appropriate.

6.3 The Principal may use feedback from teachers, self-evaluation, or any other types of formal or informal evaluation that will aid in improved performance in this position.



