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AdministrationFunctional Principle of Administration

- A) The organization of the school staff shall be unified and directed by a single executive head -- the Superintendent of Schools.
- B) Staff organization shall be based upon a functional analysis of the services to be rendered by the school system.
- C) The Board of Education recognizes the following services or functions within the school system:
 - 1. Policy making and legislation -- functions of the Board of Education carried on with the aid of the Superintendent of Schools.
 - 2. Administration -- a function of the administrators on all levels of the school system, unified and coordinated through the office of the Superintendent of Schools.
 - 3. Instruction -- a service performed by teachers, counselors and librarians aided by administrative and certificated employees and their assistants.
 - 4. Plant operation, maintenance, and construction -- functions under the direction of the Superintendent of Schools.
 - 5. Business affairs, to include accounting, secretarial, and clerical -- services performed by secretaries, clerks, accountants, and others under the direction of the Superintendent of Schools.
- D) All administrators will be members of the administrative council, are expected to function as an effective administrative team, and shall be called upon from time to time to make reports to the board of education.

AdministrationElection of Administrative Personnel

All administrative positions shall be authorized by the board of education upon the recommendation of the superintendent of schools. All administrators shall be properly certified so as to conform with standards established by the Nebraska State Board of Education and shall have such training and experience as deemed appropriate by the superintendent of schools. Unless otherwise indicated, administrators are assigned, supervised, and evaluated by the superintendent of schools. If the superintendent of schools intends to recommend that the board of education consider amending or terminating the contract of any administrator, said administrator's evaluation will be withheld pending its possible introduction at a board hearing on the matter.

The rehiring and compensation package (salary/benefits) for the Superintendent shall be considered at the regular December meeting of the Board of Education. The rehiring and compensation package (salary/benefits) for the Principal shall be considered at the regular March meeting of the Board of Education. Action on such rehiring and compensation packages shall be taken by the Board of Education on or before March 15 of each year. The dates for action are subject to modification in the discretion of the Board of Education.

AdministrationThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Stanton Community School District. As chief executive officer of the Stanton Community School District, the Superintendent shall have general oversight of the school system. The Superintendent shall be responsible for the efficient operation of the system in all its divisions. The Superintendent shall also exercise those duties which are mandated by the statutes and those which are specifically designated in the Policies and Regulations of the Stanton Community School District as duties of the Superintendent.

AdministrativeDuties of the Superintendent of Schools

1. The superintendent of schools is the chief executive officer of the board of education. The Superintendent shall perform such duties as are assigned by the Board and be subject to the directions given by the Board.
2. Serves as the educational leader of Stanton County School District #84-0003.
3. Administers the school in conformity with the adopted policies of the board of education, rules and regulations of the State Department of Education in accordance with state law, and all other laws and regulations.
4. Enforces the policies and regulations of the Board of Education, presents recommendations for Board policy, makes a continuous study of the development and needs of the schools, and prepare reports as appropriate to the Board of Education on the condition and development of the schools.
5. Provides long term planning to guide the board in policy development.
6. Makes board of education policies accessible to school board members, school personnel, and the general public.
7. Informs the board of education concerning decisions that are made which are not covered in board of education policies.
8. Attends all board meetings unless excused at his request, except for those executive sessions in which the Superintendent's re-election is under discussion.
9. Prepares and sends out agenda, special reports and minutes for board of education meetings on Friday before the second Monday of each month.
10. Prepares for monthly and special board of education meetings.
11. Keeps the board informed concerning the total school program.
12. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences with prior board of education approval. (The expenses incurred by attending these meetings will be paid by the school district).
13. Directs the annual audit of school district funds: General Fund, Depreciation Fund, Activity Fund, School Lunch Fund, Special Building Fund, Qualified Capital Purpose Undertaking Fund, Employee Benefit Fund, Bond Fund, Cooperative Fund, Student Fee Fund, all Federal Programs, and the Special Education Program.

14. Prepares the annual budget for the ensuing year with the assistance of the staff and the board of education. After adoption the superintendent is to make every attempt possible to operate within the limits set forth by the budget.
15. Is in charge of all financial matters of the district.
16. Lets bids in terms of price, quality of product and service rendered when needed. On large items in which the board requests bids or items for which action by the board of education is required, the board of education shall determine the bid to be accepted.
17. Orders all supplies, textbooks, library material, AV materials, equipment furniture, etc., when covered by the budget or by specific order of the board of education.
18. After consultation with the other administrators and the appropriate staff, shall make the selection of new textbooks or textbook series.
19. Keeps an up-to-date inventory of textbooks, library books, moveable equipment, AV equipment, athletic equipment, music equipment, uniforms, typewriters, computers, etc.
20. With board of education approval, advertises, interviews and offers contracts to teachers.
21. Hires, replaces, and supervises all non-certified employees and recommends their salaries.
22. Assigns or transfers all school personnel to their particular school, jobs, and responsibilities as seems best for the school system.
23. Develops, maintains and operates 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.
24. Issues such handbooks, manuals or booklets as the Superintendent may deem necessary for the effective administration of the schools. These manuals shall be distributed to the employees, students, parents and others directly concerned. Insofar as the provisions of such handbooks, manuals or booklets are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or the statutes of the State, these shall be binding.
25. Stresses the importance of public relations that will provide for good school-community relations. Provides the community with adequate information about the activities of the school.
26. Develops the school calendar and presents it to the board for board of education approval.

27. Completes, or oversees the completion of, all forms required by the State Department of Education and sees that they are sent in before the due date.
28. Is responsible for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.
29. Is responsible for all long-range and short term planning concerning school facilities.
30. Shall have a census taken each year of all people under the age of twenty-one whose parents or guardians live within the boundaries of Stanton County School District #84-0003.
31. Adheres to the "Code of Ethics" set forth by the Nebraska Department of Education, the American Association of School Administrators, and Board policy.
32. Oversees the scheduling of buses and drivers for all activity trips.
33. Forms 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. Such committees shall be advisory only and without expense to the School District.
34. 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 shall be deemed as having been done by the Superintendent of Schools.
35. All reports or recommendations to the Board from any officer or employee under the direction of the Superintendent shall be made to the office of the Superintendent unless otherwise directed by the Board of Education.
36. A job description for the Superintendent will be adopted from time to time by the Board of Education which the Superintendent shall be expected to adhere to.

**STANTON COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT JOB DESCRIPTION**

REQUIREMENTS:

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with a Superintendent endorsement and such other endorsements as required by NDE Rule 10.
- C. Experience Desired: Prior experience as a Superintendent preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

REPORTS TO: Board of Education

OVERTIME: Exempt.

Administrative exemption: The Superintendent has the primary duty of performing administrative functions directly related to academic instruction or training.

Executive exemption: The primary duty of the Superintendent is the management of the school district. The Superintendent customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the Superintendent's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

TASKS

The Superintendent is responsible for planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school district. Specific duties and responsibilities may vary depending on the assignments given by the Board of Education. The Superintendent is expected to adhere to all Board policies and requirements state and federal laws and regulations, including ethics regulations. The tasks to be performed by the Superintendent include the following:

- Prepare for and attend meetings of the Board of Education and present information as requested or as needed.
- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.

- Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Prepare budget in accordance with Board directives and state law and regulations. Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.
- Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.
- Recommend personnel actions related to programs and services. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate school maintenance services and the use of school facilities.
- Enforce discipline and attendance rules.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Teach classes or courses to students when necessary in the absence of teachers.

- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.

KNOWLEDGE

The Superintendent should possess and effectively utilize knowledge in the following areas when performing job tasks:

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
- Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

SKILLS

The Superintendent should possess and effectively utilize the following skills when performing job tasks:

- Coordination — Adjusting actions in relation to others' actions.
- Speaking — Talking to others to convey information effectively.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.

- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Instructing — Teaching others how to do something.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Operations Analysis — Analyzing needs and product requirements to create a design.
- Mathematics — Using mathematics to solve problems.
- Persuasion — Persuading others to change their minds or behavior.
- Equipment Selection — Determining the kind of tools and equipment needed to do a job.
- Negotiation — Bringing others together and trying to reconcile differences.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Operation and Control — Controlling operations of equipment or systems.
- Science — Using scientific rules and methods to solve problems.
- Installation — Installing equipment, machines, wiring, or programs to meet specifications.
- Technology Design — Generating or adapting equipment and technology to serve user needs.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- Repairing — Repairing machines or systems using the needed tools.

ABILITIES

The Superintendent is to possess and effectively utilize the following abilities when performing job tasks:

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Speed of Closure — The ability to quickly make sense of, combine, and organize information into meaningful patterns.

- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Far Vision — The ability to see details at a distance.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Spatial Orientation — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Wrist-Finger Speed — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

WORK ACTIVITIES

The Superintendent is to perform the following work activities associated with this position:

- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
 - conduct parent conferences
 - make presentations
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

- conduct or present information at Board and Board Committee meetings
 - conduct or attend staff meetings
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 - consult with and provide advice to the Board on operations of the school
 - consult with and provide advice to the administrative team on operations of the school
 - consult with parents or school personnel to determine student needs
 - consult with parents or teachers to develop programs
 - recommend modifications to educational programs
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
 - coordinate employee continuing education programs
 - direct and coordinate activities of workers or staff
 - oversee execution of organizational or program policies
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
 - conduct training for personnel
 - coordinate educational content
 - coordinate instructional outcomes
 - develop instructional materials
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
 - develop staffing plan
 - evaluate information from employment interviews
 - hire, discharge, transfer, or promote workers
 - interview job applicants
 - recommend personnel actions, such as promotions, transfers, and dismissals
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
 - develop policies, procedures, methods, or standards
 - establish educational policy or academic codes
 - write public sector or educational grant proposals
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
 - plan meetings or conferences
 - use time management techniques
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
 - analyze operational or management reports or records

- analyze organizational operating practices or procedures
 - analyze survey data to forecast enrollment changes
 - evaluate educational outcomes
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
 - develop budgets
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
 - resolve problems in educational settings
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
 - assign work to staff or employees
 - establish employee performance standards
 - evaluate performance of employees or contract personnel
 - maintain group discipline in an educational setting
 - motivate workers to achieve work goals
 - orient new employees
 - supervise student extra-curricular activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
 - administer educational institutions
 - maintain educational records, reports, or files
 - oversee site-based school management
 - prepare educational reports
- Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
 - explain rules, policies or regulations
 - prepare instruction manuals
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
 - use conflict resolution techniques
 - use government regulations
 - use interpersonal communication techniques
 - use interviewing procedures
 - use public speaking techniques
 - use teaching techniques
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
 - counsel individuals with personal problems
- Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.
- Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.

- Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

ESSENTIAL FUNCTIONS

The essential functions of the Superintendent position include the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities. The essential functions further include the ability to perform the following identified physical requirements:

Essential Physical Requirements Superintendent	Item is not a requirement of the job	Occasional — up to 33% of time	Occasional/Essential — up to 33% of time, absolutely essential to the job	Frequent — between 34% - 66%	Continuous — over 66% of time
Stamina					
1. Sitting		X			
2. Walking				X	
3. Standing				X	
4. Sprinting/Running		X			
Flexibility					
5. Bending or twisting at the neck more than the average person					
6. Bending or twisting at the trunk more than the average person					
7. Squatting/Stooping/Kneeling					
8. Reaching above the head					
9. Reaching forward					
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength					
13. Driving on the job		X			
14. Typing non-stop		X			
Use of Arms and Hands					
15. Manual dexterity (using a wrench or screwing a lid on a jar)					
16. Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			

19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist					
Waist to shoulder					
Shoulder to overhead					
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist					
Waist to shoulder					
Shoulder to overhead					
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist					
Waist to shoulder					
Shoulder to overhead					
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?					
Pushing/Pulling					
23. 25 to 50 pounds					
24. 51 to 75 pounds					
25. 76 to 90 pounds					
26. Over 90 pounds					
Carrying					
27. 10 to 25 pounds		X			
28. 26 to 50 pounds					
29. 51 to 75 pounds					
30. 76 to 90 pounds					
31. Over 90 pounds					

RECEIPT & VERIFICATION

The undersigned hereby acknowledges receipt of a copy of the Superintendent Job Description, AND verifies that the undersigned is capable of performing all tasks associated with this job description.

Signature

Date

Administration

Superintendent's Evaluation

The Superintendent shall be evaluated twice during the first year 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 from time to time.

AdministrationEvaluation Instrument of Superintendent**I. EVALUATION PLAN**

The following are steps recommended as an evaluation for the Superintendent of Schools.

1. Review of Performance Evaluation by individual board members
2. Completion of rating instrument by individual members.
3. Individual member consultation with Superintendent. (optional)
4. Compilation of ratings by Board President.
5. Meeting with Board members to review compiled ratings, identify strengths, areas for improvement, and superintendent's goals for current year.
6. Meeting with the Superintendent to review ratings, strengths, and areas for improvement.
7. Superintendent response to evaluation and revisions of goals for ensuing year.
8. Determination of salary and/or contract terms (as appropriate).

II. PERFORMANCE INSTRUMENT

Levels of Performance

A. EDUCATIONAL LEADERSHIP

1. Administers the development and maintenance of an educational program designed to meet the needs of the community and to carry out policies of the Board of Education.
2. Oversees the setting of educational goals of the district both annually and over a long-range period
3. Develops a process to seek input from staff, students, and community regarding the development and needs of the school system, where appropriate.
4. Evaluates all administrative personnel, in writing, on an annual basis.
5. Attends state, regional, and national conferences pertaining to the superintendent's duties, upon approval by the Board.
6. Initiates policy considerations to cover situations requiring discretionary action when the superintendent feels the circumstances necessitate a policy.
7. Is alert to advances and improvements in the educational process.
8. Demonstrates respect and cooperation in professional relationships with the board and individual board members, staff and community.

	Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
1. Administers the development and maintenance of an educational program designed to meet the needs of the community and to carry out policies of the Board of Education.					
2. Oversees the setting of educational goals of the district both annually and over a long-range period					
3. Develops a process to seek input from staff, students, and community regarding the development and needs of the school system, where appropriate.					
4. Evaluates all administrative personnel, in writing, on an annual basis.					
5. Attends state, regional, and national conferences pertaining to the superintendent's duties, upon approval by the Board.					
6. Initiates policy considerations to cover situations requiring discretionary action when the superintendent feels the circumstances necessitate a policy.					
7. Is alert to advances and improvements in the educational process.					
8. Demonstrates respect and cooperation in professional relationships with the board and individual board members, staff and community.					

COMMENTS:

Levels of Performance

B. STAFF RELATIONS

1. Provides the number and type of positions needed for the effective operation of the schools.
2. Nominates for appointment, assigns, and defines the duties of all personnel, subject to the approval of the Board.
3. Strives to create good morale among staff members.
4. Communicates regularly and openly with staff members.
5. Deals with personnel matters on an impartial basis.
6. Recommends the dismissal of staff members for just cause.

	Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
1. Provides the number and type of positions needed for the effective operation of the schools.					
2. Nominates for appointment, assigns, and defines the duties of all personnel, subject to the approval of the Board.					
3. Strives to create good morale among staff members.					
4. Communicates regularly and openly with staff members.					
5. Deals with personnel matters on an impartial basis.					
6. Recommends the dismissal of staff members for just cause.					

COMMENTS:

Levels of Performance

C. COMMUNITY LEADERSHIP

1. Assumes a major responsibility of maintaining good human relationships among students, teachers, administrators, board members, parents, and the general public. The superintendent shall serve as a unifying force within the school district, striving at every opportunity to reconcile divergent viewpoints on behalf of what is best for students and what is best for public education.
2. Utilizes both modern day and traditional forms of media to communicate with all stakeholders pertinent information regarding the school system.
3. Serves as the educational spokesperson for the district in all matters, stressing the positive attributes of the district and the need for continued support for education.
4. Establishes and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the community.
5. Maintains in all departments and schools, a continuous study of the problems of the school as a basis for their being remediated.
6. Ensures proper stakeholder input when designing new policies.

	Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
1. Assumes a major responsibility of maintaining good human relationships among students, teachers, administrators, board members, parents, and the general public. The superintendent shall serve as a unifying force within the school district, striving at every opportunity to reconcile divergent viewpoints on behalf of what is best for students and what is best for public education.					
2. Utilizes both modern day and traditional forms of media to communicate with all stakeholders pertinent information regarding the school system.					
3. Serves as the educational spokesperson for the district in all matters, stressing the positive attributes of the district and the need for continued support for education.					
4. Establishes and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the community.					
5. Maintains in all departments and schools, a continuous study of the problems of the school as a basis for their being remediated.					
6. Ensures proper stakeholder input when designing new policies.					

COMMENTS:

D. WORKING RELATIONSHIP WITH THE BOARD OF EDUCATION

Levels of Performance

1. Keeps the board informed, by frequent reporting, on the progress and conditions of the school and by keeping in continuous contact with the president of the Board of Education.
2. Attends and participates in all meetings of the board except when the superintendent's own position, salary, or tenure may be under consideration.
3. Prepares for each member of the board, before each board meeting, an agenda listing items to be considered.
4. Develops the necessary rules and regulations to effectively carry out board policy. Also, takes care of all other administrative duties not specifically covered in board policy.
5. Offers professional guidance, recommendation or assistance, when appropriate, when the board is making decisions.
6. Works with the board to develop and implement a process that encourages and seeks the input of staff at all levels in decision-making on significant issues where it is appropriate.
7. Assists the board to meet or exceed the minimum board expectations defined by NASB Code of Conduct. Provides the board a board self-evaluation instrument.

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory

COMMENTS:

Levels of Performance

E. FINANCIAL DIRECTION

1. Supervises the preparation of the annual budget and recommends it to the board at its regular meeting for budget approval and supervises the preparation for the public hearing on the budget in accordance with Nebraska statutes.

2. Directs the formulation of, or the revision of, salary schedules as a result of negotiations and makes such recommendations to the board.

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory

COMMENTS:

Levels of Performance

**F. MANAGEMENT OF FACILITIES
GROUNDS AND EQUIPMENT**

1. Serves as custodian of all property, real or personal, owned, leased or borrowed by the district; and lends, exchanges, transmits or receives such property only in accordance with approval of the board.

2. Assembles data for the recommended building program and acts as educational advisor to the architect in the preparation of all plans and specifications for the construction of all new buildings or modifications of existing buildings.

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory

COMMENTS:

Levels of Performance

G. PERSONAL QUALITIES

1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.
2. Demonstrates his/her ability to work well with individuals and groups.
3. Possesses and maintains the health and energy necessary to meet the responsibility of his/her position.
4. Speaks well in front of large and small groups, expressing his/her ideas in a logical, forthright, and professional manner.
5. Maintains his/her professional development by reading, course work, conference attendance, working on professional committees, visiting other districts, and meeting other superintendents.
6. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
7. Is cordial, patient, personable, and treats everyone fairly, equitably, and with dignity and respect.

	Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.					
2. Demonstrates his/her ability to work well with individuals and groups.					
3. Possesses and maintains the health and energy necessary to meet the responsibility of his/her position.					
4. Speaks well in front of large and small groups, expressing his/her ideas in a logical, forthright, and professional manner.					
5. Maintains his/her professional development by reading, course work, conference attendance, working on professional committees, visiting other districts, and meeting other superintendents.					
6. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.					
7. Is cordial, patient, personable, and treats everyone fairly, equitably, and with dignity and respect.					

COMMENTS:

III. SUMMARY

What are the three strongest areas of the superintendent's performance during the past year?

- 1. _____
- 2. _____
- 3. _____

What are the three areas most in need of improvement during the coming year?

- 1. _____
- 2. _____
- 3. _____

Board President Signature

Superintendent's Signature

Date

Date

IV. SUPERINTENDENT RESPONSE TO EVALUATION. PRESENT/REVIEW, IF ANY, REVISIONS TO THE SUPERINTENDENT'S GOALS FOR THE ENSUING SCHOOL YEAR.

SUPERINTENDENT'S COMMENTS:

[Empty box for Superintendent's Comments]

Administration

The Principalship

1. The elementary and secondary schools shall be under the direct administrative and supervisory control of the designated principals.
2. Principals shall perform all duties pertaining to their positions under the immediate supervision of the Superintendent of Schools.

Administration

Duties of the Principal

1. General Duties

- a. The Principal shall perform such duties as are assigned by the Board and the Superintendent.
- b. Within limits of the law, Board regulations, and instructions from the Superintendent, the Principal shall be the administrative authority of the Principal's school. The Principal is responsible for a thorough knowledge of all laws, regulations, and instructions governing the Principal's position. The Principal shall coordinate all administrative and supervisory activities which occur in the Principal's building. The Principal shall be responsible for the administration of school policies in the school under the Principal's supervision, and for making available to the staff of the school knowledge of such regulations as they are enacted by the Board of Education or formulated by the Superintendent. The Principal is responsible for the detailed organization of the school, the assignment of duties of staff members under the Principal's supervision, and the administration of the instructional program.
- c. The Principal shall handle complaints from patrons or parents which affect the school, investigate the same, refer to the Superintendent all cases which the Principal can not adjust satisfactorily, and comply with the grievance and complaint policies established by the Board of Education and the Superintendent.
- d. The Principal is responsible for the efficiency of the teachers and other staff members under the Principal's supervision, and shall evaluate them in accordance with established procedures as may be defined by the Board of Education and the Superintendent.
- e. A job description for Principals will be adopted from time to time by the Board of Education which the Principals shall be expected to adhere to.

2. Responsibility and Authority

- a. 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.
- b. The Elementary Principal is the immediate supervisor of all Elementary professional and support staff members.
- c. The Secondary Principal is the immediate supervisor of all Secondary professional and support staff members.

3. Specific Duties

- a. Attend all Board of Education meetings unless excused by the Superintendent.
- b. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
 - i. Evaluation of the curriculum
 - ii. Supervision of buildings and grounds maintenance
 - iii. Creation (& updating) of job descriptions for all positions
 - iv. Analysis of achievement test data

- v. Supervision of co-curricular activities
 - c. Participate as a member of the Academic Advisory Council
 - d. Review Elementary staff members' requisitions and make recommendation to the Superintendent.
 - e. Maintain records, issue reports, send communications, and write documents including the following:
 - i. Class enrollment
 - ii. Class schedule
 - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - iv. Property accounting and inventory
 - v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
 - vi. Semester and yearly plans
 - vii. Evaluations data, staff evaluations, personal improvement plans
 - viii. Weekly/monthly bulletins to parents
 - ix. Daily bulletins to students and teachers
 - f. Conduct teacher performance appraisal per Board Policies and State Law.
 - g. Administer staff personal leave, professional leave, and sick leave policies.
 - h. Secure substitutes for staff who are absent.
 - i. Evaluate support staff in writing once per year.
4. Organizational Expectations and Performance Standards
- a. Leadership and management:
 - i. Establishes clear and appropriate professional and personal goals
 - ii. Demonstrates initiative and alternative approaches to problem solving
 - iii. Exhibits competence in planning and organizing
 - iv. Is effective in implementation and follow-through
 - v. Provides for effective motivational techniques
 - vi. Delegates authority appropriately and effectively.
 - b. Communication:
 - i. Encourages and initiates communication in problem solving
 - ii. Communicates clearly and thoroughly, both verbally and in writing
 - iii. Shows communicative adaptability to pupils, staff, parents, and public.
 - c. Decision making:
 - i. Involves those to be affected in the decision-making process
 - ii. Collects adequate information before making decisions
 - iii. Uses reliable sources of information
 - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
 - v. Explains reasons for decisions to persons affected.
 - d. Responsiveness to others:
 - i. Exhibits openness and humaneness in dealing with others
 - ii. Reacts to mistakes with patience
 - iii. Counsels individuals in private
 - iv. Friendly and open-minded in meeting situations
 - v. Steady and even-tempered when faced with criticism

- vi. Cooperates well with colleagues
- vii. Recognizes achievements of students and staff
- viii. Is an active listener.
- e. Development and maintenance of effective educational conditions:
 - i. Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - ii. Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - iii. Encourages enthusiasm for learning and teaching
 - iv. Provides for a cooperative feeling among students and staff
- f. Contribution to district cohesiveness:
 - i. Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - ii. Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - iii. Expresses concerns regarding individual administrative decisions directly to the person responsible
 - iv. Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - v. Is prompt in providing support necessary to the completion of others tasks
 - vi. Appreciates and draws upon the expertise of other administrators
 - vii. Recognizes and contributes to organizational goals;
- g. Staff development and professional growth:
 - i. Establishes clear performance expectations
 - ii. Assists staff members in setting and reaching goals
 - iii. Uses the evaluation program effectively, involves resource persons appropriately
 - iv. Observes in classrooms on a regular basis
 - v. Identifies areas of strength as well as areas of deficiency
 - vi. Encourages the professional growth of all staff.
- h. Professional knowledge:
 - i. Exhibits awareness of sound educational practice
 - ii. Shows alertness to new knowledge that might benefit students or staff
 - iii. Keeps current with educational literature and research
 - iv. Participates in professional organizations and activities.
- i. Student relations:
 - i. Maintains positive school climate
 - ii. Exhibits concern for individual pupils' welfare
 - iii. Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - iv. Effectively handles student disciplinary problems.
- j. Community relations:
 - i. Exhibits awareness of the main concerns of the school community
 - ii. Is sensitive to the educational goals and special needs of the community and its component groups
 - iii. Establishes avenues for dialog between school and community

- iv. Is effective in interpreting school programs to the community.

5. Conditions of Employment

Except as may be otherwise established by the Board:

- a. Regular, dependable attendance is an essential function of the position.
- b. Work days shall be in accordance with the Principal's contracts.
- c. Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
- d. Work hours during the summer shall be 8:30 - 3:30 minimum.
- e. Report to school on snow days if possible.
- f. Professional leave and other leaves shall be arranged with the Superintendent in accordance with such reporting procedures which the Superintendent may establish.

See: Job Description for Principal - Regulation No. 2210A

**STANTON COMMUNITY SCHOOL DISTRICT
PRINCIPAL JOB DESCRIPTION**

REQUIREMENTS:

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- C. Experience Desired: Prior principal experience preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

REPORTS TO: Superintendent of Schools

OVERTIME: Exempt.

Administrative exemption: The Principal has the primary duty of performing administrative functions directly related to academic instruction or training.

Executive exemption: The primary duty of the Principal is the management of the school to which the Principal is assigned. The Principal customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the Principal's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

TASKS

The Principal is responsible for planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school to which the Principal is assigned. Specific duties and responsibilities may vary depending on the assignments given by the Superintendent or the Board of Education. The Principal is expected to adhere to all Board policies and requirements state and federal laws and regulations, including ethics regulations. The tasks to be performed by the Principal include the following:

- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.

- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.
- Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.
- Recommend personnel actions related to programs and services.
- Recruit, hire, train, and evaluate staff. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate school maintenance services and the use of school facilities.
- Enforce discipline and attendance rules.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Teach classes or courses to students when necessary in the absence of teachers.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.

- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Supervise instructional, athletic, and extracurricular programs.
- Provide appropriate and safe learning environment.
- Modify curriculum to meet student needs with assistance from appropriate directors and supervisors.
- Implement multicultural and other educational plans.
- Coordinate special education services for identified students.
- Meet with students for purposes of furnishing information, monitoring, counseling and recognition for academic, athletic or activity success.
- Attend meetings of the Board of Education and present information as requested or as needed.

KNOWLEDGE

The Principal should possess and effectively utilize knowledge in the following areas when performing job tasks:

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
- Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms,

treatment alternatives, drug properties and interactions, and preventive health-care measures.

- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

SKILLS

The Principal should possess and effectively utilize the following skills when performing job tasks:

- Coordination — Adjusting actions in relation to others' actions.
- Speaking — Talking to others to convey information effectively.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Instructing — Teaching others how to do something.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Operations Analysis — Analyzing needs and product requirements to create a design.
- Mathematics — Using mathematics to solve problems.
- Persuasion — Persuading others to change their minds or behavior.
- Equipment Selection — Determining the kind of tools and equipment needed to do a job.
- Negotiation — Bringing others together and trying to reconcile differences.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Operation and Control — Controlling operations of equipment or systems.
- Science — Using scientific rules and methods to solve problems.
- Installation — Installing equipment, machines, wiring, or programs to meet specifications.
- Technology Design — Generating or adapting equipment and technology to serve user needs.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- Repairing — Repairing machines or systems using the needed tools.

ABILITIES

The Principal is to possess and effectively utilize the following abilities when performing job tasks:

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

- Speed of Closure — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Far Vision — The ability to see details at a distance.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Spatial Orientation — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Wrist-Finger Speed — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

WORK ACTIVITIES

The Principal is to perform the following work activities associated with this position:

- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
 - conduct parent conferences
 - make presentations

- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
 - conduct or attend staff meetings
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 - consult with and provide advice to the Board on operations of the school
 - consult with and provide advice to the administrative team on operations of the school
 - consult with parents or school personnel to determine student needs
 - consult with parents or teachers to develop programs
 - recommend modifications to educational programs
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
 - coordinate employee continuing education programs
 - direct and coordinate activities of workers or staff
 - oversee execution of organizational or program policies
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
 - conduct training for personnel
 - coordinate educational content
 - coordinate instructional outcomes
 - develop instructional materials
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
 - develop staffing plan
 - evaluate information from employment interviews
 - hire, discharge, transfer, or promote workers
 - interview job applicants
 - recommend personnel actions, such as promotions, transfers, and dismissals
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
 - develop policies, procedures, methods, or standards
 - establish educational policy or academic codes
 - write public sector or educational grant proposals
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
 - plan meetings or conferences
 - use time management techniques

- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
 - analyze operational or management reports or records
 - analyze organizational operating practices or procedures
 - analyze survey data to forecast enrollment changes
 - evaluate educational outcomes
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
 - develop budgets
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
 - resolve problems in educational settings
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
 - assign work to staff or employees
 - establish employee performance standards
 - evaluate performance of employees or contract personnel
 - maintain group discipline in an educational setting
 - motivate workers to achieve work goals
 - orient new employees
 - supervise student extra-curricular activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
 - administer educational institutions
 - maintain educational records, reports, or files
 - oversee site-based school management
 - prepare educational reports
- Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
 - explain rules, policies or regulations
 - prepare instruction manuals

- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
 - use conflict resolution techniques
 - use government regulations
 - use interpersonal communication techniques
 - use interviewing procedures
 - use public speaking techniques
 - use teaching techniques
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
 - counsel individuals with personal problems
- Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

- Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.
- Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

ESSENTIAL FUNCTIONS

The essential functions of the Principal position include the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities. The essential functions further include the ability to perform the following identified physical requirements:

Essential Physical Requirements Principal	Item is not a requirement of the job	Occasional — up to 33% of time	Occasional/Essential — up to 33% of time, absolutely essential to the job	Frequent — between 34% - 66%	Continuous — over 66% of time
Stamina					
1. Sitting		X			
2. Walking				X	
3. Standing				X	
4. Sprinting/Running		X			
Flexibility					
5. Bending or twisting at the neck more than the average person					
6. Bending or twisting at the trunk more than the average person					
7. Squatting/Stooping/Kneeling					
8. Reaching above the head					
9. Reaching forward					
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength					
13. Driving on the job		X			
14. Typing non-stop		X			
Use of Arms and Hands					
15. Manual dexterity (using a wrench or screwing a lid on a jar)					
16. Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					

	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist					
	Waist to shoulder					
	Shoulder to overhead					
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist					
	Waist to shoulder					
	Shoulder to overhead					
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist					
	Waist to shoulder					
	Shoulder to overhead					
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?					
Pushing/Pulling						
23.	25 to 50 pounds					
24.	51 to 75 pounds					
25.	76 to 90 pounds					
26.	Over 90 pounds					
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds					
29.	51 to 75 pounds					
30.	76 to 90 pounds					
31.	Over 90 pounds					

RECEIPT & VERIFICATION

The undersigned hereby acknowledges receipt of a copy of the Principal Job Description, AND verifies that the undersigned is capable of performing all tasks associated with this job description.

Signature

Date

AdministrationAdministrationEvaluation of Principals1. 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 continued 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 Board of Education. The appraisal process for Principals 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) Principals 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 no 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 the appraisal; review of sample written materials of the Principal (such as the 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 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 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 expectation 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 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 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 criticisms and suggestions of the appraiser.

See: Evaluation Instrument for Principal - Administrative Regulation No. 2220A

PRINCIPAL EVALUATION INSTRUMENT**NAME:** _____**Evaluation Period:** _____**STANDARDS OF PERFORMANCE**

STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements, and encourages achievement of academic standards.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.

STANDARD #7: ETHICS/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.¹

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

¹ The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the descriptors for each standard at a satisfactory level.

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Descriptors for Performance Standard #2	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Provides leadership for assessing, developing and improving school environment and culture.	
B. Recruits, interviews and recommends teachers and staff to support quality instruction.	
C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.	
D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).	
E. Engages in post-observation conferences that focus on the improvement of instruction. ²	
F. Engages in direct teaching in the classrooms.	
G. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.	
H. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.	
I. Provides opportunities for, and training in, collaboration, shared decision making, coaching, mentoring, curriculum development, and presentation.	
J. Provides motivation and resources for faculty members to engage to professional-growth activities.	

<p>K. Demonstrates awareness of professional issues and developments in education.</p>	
<p>L. Develops and revises as needed his/her own professional development plan for continued improved performance.</p>	
<p>Narrative:</p>	

Performance Standard #2 – Check Appropriate Box:

- MEETS** DISTRICT STANDARD
- DOES **NOT** MEET DISTRICT STANDARD

² District requirements for frequency and procedures with regard to teacher evaluation may vary and substantially impact the interpretation of this indicator. The scale of descriptors describes a best-case scenario.

STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

Descriptors for Performance Standard #3	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Operational procedures are designed and managed to maximize opportunities for successful learning.	
B. Effectively manages board policies and procedures.	
C. Demonstrates effective relationships with students, including: <ul style="list-style-type: none"> • Uses effective communication skills with students through positive interaction, fair and equitable treatment of students, being approachable for students, and showing care, patience and understanding toward students. • Serves as an advocate for students and communicates with them regarding their school life. • Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate. 	
D. Uses effective communication skills with a variety of stakeholders in the operation of the school.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such problems where appropriate.	
G. Systematically collects and responds to staff, parent, and student concerns.	
H. Acknowledges appropriately the meaningful accomplishments of others.	

<p>I. Addresses problems in a timely manner.</p>	
<p>J. Manages fiscal resources of the schools responsibly, efficiently, and effectively.</p>	
<p>K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problem.</p>	
<p>Narrative:</p>	

Performance Standard #3 – Check Appropriate Box:

- MEETS** DISTRICT STANDARD
- DOES **NOT** MEET DISTRICT STANDARD

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements, and encourages achievement of academic standards.

Descriptors for Performance Standard #4	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Demonstrates knowledge of academic standards.	
B. Ensures staff is informed of and incorporates academic standards in classroom.	
C. Incorporates the designated state and operational procedures are designed and managed to maximize opportunities for successful learning.	
D. Facilitates instructional program development based on trustworthy research and proven instructional practices.	
E. Uses appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.	
F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.	
G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.	
H. Provides for systematic, two-way communication with staff regarding the achievement standards and the improvement goals of the school. Develops and uses communication channels with parents to set forth school objectives.	
I. Assists teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development.	

Narrative:

Performance Standard #4 – Check Appropriate Box:

- MEETS** DISTRICT STANDARD
- DOES **NOT** MEET DISTRICT STANDARD

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT - A principal is an educational leader who promotes positive public relations in the context of the school community.

Descriptors for Performance Standard #8	This Column <u>may</u> include Narrative Remarks or Ratings on the Descriptor ("+" to indicate above average performance and "-" to indicate unsatisfactory performance)
A. Serves as an effective spokesperson for the welfare of all members of the learning community.	
B. Promotes respect for diversity in the school and community environment.	
C. Engages in dialogue with other decision-makers to improve teaching and learning.	
D. Communicates clearly to the community about building/district issues and performance.	
E. Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.	
F. Understands and supports the building/district school improvement plan and accurately interprets and reports progress on goals.	
Narrative:	

Performance Standard #8 – Check Appropriate Box:

- MEETS** DISTRICT STANDARD
- DOES **NOT** MEET DISTRICT STANDARD

OVERALL SUMMARY

Check one in each row

Standard	Meets District Standards	Does Not Meet District Standards
Standard #1-Vision	<input type="checkbox"/>	<input type="checkbox"/>
Standard #2-School Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard #3-School Management	<input type="checkbox"/>	<input type="checkbox"/>
Standard #4-Academic Standards and Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Standard #5-Working with Parents and Community	<input type="checkbox"/>	<input type="checkbox"/>
Standard #6-Administrative Team Member	<input type="checkbox"/>	<input type="checkbox"/>
Standard #7-Ethics/Integrity	<input type="checkbox"/>	<input type="checkbox"/>
Standard #8-Greater Political and Social Context	<input type="checkbox"/>	<input type="checkbox"/>

Significant Achievements:

Areas for Growth:

Principal's Comments:

Superintendent's Comments:

Recommendation for Continuous Improvement *(check one)*

Task Descriptor	
<input type="checkbox"/>	Professional Growth Plan
<input type="checkbox"/>	Action Plan
<input type="checkbox"/>	Improvement Plan and Remediation Targets

Principal's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

ACTION PLAN

NAME OF PRINCIPAL: _____ **DATE:** _____

List significant job targets and measurable outcomes to be accomplished by the Principal during the next twelve months or prior to the next evaluation cycle.

JOB TARGET	APPLICABLE STANDARD OF PERFORMANCE	MEASURABLE OUTCOME	DATA SOURCE

Principal Comments:

Superintendent Comments:

PROFESSIONAL GROWTH PLAN

NAME OF PRINCIPAL: _____ **DATE:** _____

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal)

Professional Goal:

Action Steps:	Timeline:	Evidence of progress toward success (Portfolio Artifacts)
1.		
2.		
3.		

Professional Growth Plan Reviewed by: _____

Date: _____

IMPROVEMENT PLAN AND REMEDIATION TARGET

NAME OF PRINCIPAL: _____ **DATE:** _____

A Remediation Target should be identified for each standard or significant performance indicator identified as not meeting district standards. A separate target should be written for each performance indicator. The Superintendent should establish the target to be achieved by the Principal, and the supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle or such earlier date as may be designated. Failure to meet the targets may result in a recommendation to end the employment contract. A separate alternative improvement plan may be utilized.

Performance Standard or Descriptor to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress

Superintendent's Signature: _____ **Date:** _____
Comments:

Principal's Signature: _____ **Date:** _____
Comments:

PORTFOLIO ARTIFACTS

The following suggestions for artifacts to include in a principal's portfolio are grouped by the performance standards. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan.
- Staff meeting agenda (addressing vision/mission).
- Weekly school newsletter.
- Monthly student recognition.
- Local newspaper articles highlighting achievement.
- Building wide discipline plans/academic guidelines.
- Implement character counts.
- Establishing student organization in support of student learning.
- Number of times spoke to community in person about vision for learning.
- Use of student data/profiles to identify goals and address actual needs.
- Department meeting agendas (grade level meetings, team meetings too).
- District report card/building report - annual report to all community - 3 year comparison.
- "State of the School" report from principal quarterly.
- Mission/Vision statement posters everywhere/schools/businesses.
- Partners in Education programs.
- Tours of building and sites to prospective parents.

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service quarterly - focusing on reading in the HS content areas.
- Walk-through supervision.
- School climate surveys.
- Serve on a state-wide committee addressing NCLB, Principals' Standards.
- Copy of year's Staff Development Plan.
- Teacher evaluation artifact(s).
- Regional job fair brochure (attend with district personnel).
- Faculty meeting agenda (Professional issues and Development).
- Copy of professional growth plan.
- Attendance at state and national conferences.
- Building level study teams.
- Provides staff with professional reading material.
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development.
- Selection of teachers based on their openness /interest in staff development
- Lead in-service.
- Develop a model portfolio for teachers.
- Be involved in teacher in-service with your teachers.
- Quality teacher in every classroom report to community

STANDARD #3: SCHOOL MANAGEMENT

- Building expectations / rules posted.
- Student handbook.
- Faculty handbook.
- Substitute handbook.
- Newsletter.
- Crisis plan.
- Staff memos - agendas.
- Building budgets/procedures.
- Phone log - email.
- Fire marshal reports/fire and disaster drill records.
- Insurance audit of building.
- Regular meetings with maintenance staff; save agendas of those meetings.
- Use technologies to streamline procedures for attendance, grades, registration.
- Share responsibilities with other experts.
- Door monitors, hall monitors, parking lot monitors.
- Safety committee meeting.
- Attendance/tardy procedures/expectations with consistently enforced consequences.
- Spend only the \$ you have.
- Notes from yearly meeting with district physical plant director and business officer.
- Teacher handbook.
- Student (new and incoming) orientation.
- Collaborative budget decision making.
- Accreditation visit result.
- Action plans for accreditation suggestions.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT

- Memorandums to staff, students and parents regarding academic standards.
- Postings informing staff, students and parents of academic standards.
- Template for teacher lesson plans incorporating academic standards.
- Student performance on assessments of academic standards.

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY

- Parent advisory committee minutes or agenda.
- Parent volunteer list and recognition ceremony.
- Site-councils.
- Junior Achievement/pictures of classes, sample lessons.
- Field trips - community support.
- Building assistance teams.
- Comm. Agency assistance to students and families.
- Minutes of faculty meetings, department head meetings.
- School web site hits.
- Number of referrals of students and families to community agencies.
- Number of placements of students (SPED) in comm. Agencies.
- Student council agenda and minutes.
- Establish business partnerships to enhance collaboration in community.
- Community mobility programs in Special Ed.
- Job shadowing/internships (data).
- Collaboration with higher ed.
- Mentors (adults/students).
- School to work.

- Social health teams.
- School- based health clinics on site.
- Parent/community volunteers.
- Career day brochure.

STANDARD #6: ADMINISTRATIVE TEAM MEMBER

- Records of instructional conferences.
- Records of participation in district curricular study.
- Records of attendance at staff meetings.
- Correspondence with Principal's building staff, students, and parents.

STANDARD #7: ETHICS/INTEGRITY

- Establish a character education program in the school and document activities.
- Periodic assemblies that have role-plays and examples of good character.
- Provide speakers/programs for parents.
- Discipline referral sheets - showing same treatment.
- Share character ed info in newsletters to connect with parents and gain support.
- Recognize those showing character.
- Culture fest to celebrate diversity.
- Provides multi-lingual newsletters and other school communications.
- School calendar reflects many ethnic religious holidays based on school demo.
- Demographic rep on all school comm. And booster groups.
- Building-wide management plan (done by all stakeholders).
- Staff and student handbook (policies and procedures).
- Maintains confidentiality of issues and discipline (students, parents and staff).
- Review of handbook to show implementing policies.
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- Involve students and staff in community service events, programs

STANDARD #8: GREATER POLITICAL AND SOCIAL CONTEXT

- Meet monthly with curriculum director to plan staff development for teachers and self - log meeting notes and action.
- Active member of district curriculum committee.
- Speaker at community organizations.
- Share progress on district goals to p.T.a., P.A.C., etc.
- Culture Fest celebrating school/community diversity.
- Site-Council implementation at the building level.
- Serves on Ed Committee for city chamber org.
- Log of outside community resource agencies.
- Communication log - local/state decision makers.
- District committee agenda.
- Staff development plan indicating diversity agenda.
- Guides staff in disaggregating data.
- Use demographic data of community to establish student learning needs.
- Write articles in newsletter or local paper re: ed. issues

Administration

Line of Authority

Each teacher or other employee of the School District shall be under the general direction of the Superintendent, but shall be under the immediate supervision of the building Principal or other designated supervisor.

Administration

Administrative Actions in Emergencies

In any crises or emergency circumstances, the immediate concern is securing the safety and welfare of students and staff. A second priority, if appropriate, will be the securing and salvaging of property. The superintendent of schools will be in charge of administering and monitoring any emergency event, except that if the situation is confined to a particular building, the principal will be in charge with the superintendent of schools advising on necessary decisions. Once the nature of the emergency is determined and the immediate concerns for students and staff are addressed, the superintendent of schools will:

1. Alert board members.
2. Decide whether or not to convene or postpone school, with attendant adjustments in transportation and activity schedules.
3. Determine the need to involve other agencies and/or officials (e.g., Police, fire and emergency personnel, counseling services, insurance representatives). All administrators will maintain an accessible, emergency phone list.
4. Notify students, staff, and patrons via appropriate media.
5. Report on the incident at the next regular or emergency board meeting and evaluate the effectiveness of the response strategy.

Inclement Weather: In the event of bad weather, or other circumstance in which the safety of students would be endangered by attending school, the superintendent of schools will make the decision to cancel or delay the start of school and whether or not staff are to report for duty. When school is canceled, ordinarily all after-school activities will be canceled. Any decision to the contrary must have the superintendent of school's permission and include provision for communicating with all affected parties in a timely manner. Weather information will be sought from current weather station reports and consultation with the transportation director and other area superintendents. The decision to cancel school will be made as early as possible. A phone tree will be developed to alert the staff, and the superintendent of schools shall inform appropriate television and radio stations and request that they make the appropriate announcement to the local media. The board of education will determine in the spring whether time missed for inclement weather or other emergency school closings should be made up.

Fire, Tornado, Gas Leaks: Principals shall design and keep current drill and evacuation plans, to include emergency shelter, and publish them in staff and student handbooks. Teachers will post said plans in their classrooms and educate students on their implementation.

Student or Staff Deaths: When notice is received of a student or staff death, the involved administrators will inform and consult with the superintendent of schools. Ordinarily school will be convened; however, appropriate modifications in daily school activities which are sensitive to the incident will be made. Further, if deemed necessary, a counseling intervention team will be made available, in conjunction with school counseling services, to provide assistance to students and staff.

Substitute teachers will be employed if deemed appropriate. School officials will attempt to balance funeral accommodations with the need to convene school with minimal disruption.

Civilian Emergencies: The school buildings are available as emergency shelters if needed. School officials, to the extent possible, will cooperate with other civil authorities, including local, area, and state law enforcement agencies and fire department officials, in making school facilities available during any civilian emergencies.

AdministrationStaff Handbooks

The Superintendent shall have the authority to establish staff handbooks. The handbooks shall define the duties of all special school officers and employees; define responsibilities, duties and policies concerning the relation of personnel to the administration, the community and the students; shall list the responsibilities of the administration to the staff together with staff welfare measures; and shall list general policies pertaining to students. All staff shall be furnished or be provided access to a handbook at the beginning of each school year. Should a circumstance present itself that is not covered by the provisions of the staff handbook applicable to a specific employee, reference should be made to Board policy.

Administration

Attending Professional Growth Meetings

The board of education expects its administrative staff to be informed on contemporary educational issues and therefore encourages active participation in the respective professional administrative organizations, including state, regional, and national associations for the superintendent and principals. Accordingly, the Board of Education authorizes and will fund, within budgetary limits, attendance to state, regional, and national conferences sponsored by professional administrative organizations, curriculum groups, institutions of higher education, legislative bodies, and other agencies having a relationship which is in agreement with the school district's educational objectives.

The superintendent of schools may attend a national convention annually and will administer an itinerary of conference attendance by other district administrators, including national conferences which will be accorded on an every-other-year basis. (Exceptions may be allowed if an administrator is appointed or elected to an office requiring national conference attendance, or invited to give a major presentation at a national convention).

The Board approval of administrators' attendance at national conventions shall be considered at the time of contract issuance, and said provision, if approved, shall be part of the administrators' contracts. Normally permission to attend a national convention shall not be granted to an administrator in the administrator's first year with the Stanton Community School District.

If a first-year administrator is granted permission to attend a national convention, expenses for such attendance shall be allowed, provided that should the administrator not return for the next school year the cost of the administrator's attendance at such national convention shall be deducted from the administrator's last pay check. Any convention expenses already paid for a first-year administrator who chooses to terminate employment at the end of the contract year shall be refunded by that administrator to the district.

Approved national conventions include: the American Association of School Administrators, the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the Association for Supervision and Curriculum Development (ASCD), the American Association of School Administrators (AASA), the National Association of School Boards (NASB), or other conferences approved by the Board of Education. Any expenses allowed shall be consistent with those allowed through the guidelines approved by the Board for the Superintendent.

The Superintendent and the Principal, when approved to attend a national convention, shall be allowed expenses which shall include registration fee, transportation, lodging, meals and incidentals not to exceed the amount specified in the contract of such administrator. In the absence of such contractual provisions, the expenses allowed shall be the amount set forth in the "Coffee Act Policy," Policy No. 8231. Ticket stubs, receipts, and other records pertaining to expenses incurred shall be submitted.

The expenses of the spouse of the administrator, accompanying the administrator on the convention trip, shall be borne by the administrator.

Periodic reports will be given to the board of education regarding administrator attendance at conferences, including prior announcement of intended national conferences. Ordinarily, the board of education will automatically authorize conference attendance with adoption of the annual budget, but it may, in its discretion, limit or deny administrator conference attendance as the school year progresses.

Administration

Administrative Action in Absence of Policy

If a situation demanding decision is not covered by an existing law, policy, or by regulations, the Superintendent or the Superintendent's designee is empowered to make the decision deemed best in Superintendent or the Superintendent's designee professional judgment.

Decisions made in the absence of needed policy shall be reported to the Board and the Superintendent shall develop recommended policy to deal with similar matters in the future.