

## ADMINISTRATION

### Series 300

- 300 Role of School District Administration
- 301 ADMINISTRATIVE STRUCTURE
  - 301.1 Management
  - 301.2 Management Team
  - 301.3 Temporary Administrative Arrangements
  - 301.4 Goal Setting
- 302 SUPERINTENDENT
  - 302.1 Superintendent Qualifications, Recruitment, Appointment
  - 302.2 Superintendent Contract and Contract Nonrenewal
  - 302.3 Superintendent Salary and Other Compensation
  - 302.4 Superintendent Duties
  - 302.5 Superintendent Evaluation
    - 302.5E1 Superintendent Evaluation Form
  - 302.6 Superintendent Professional Development
  - 302.7 Superintendent Civic Activities
  - 302.8 Superintendent Consulting/Outside Employment
- 303 ADMINISTRATIVE EMPLOYEES
  - 303.1 Administrative Positions
  - 303.2 Administrator Qualifications, Recruitment, Appointment
  - 303.3 Administrator Contract and Contract Nonrenewal
  - 303.4 Administrator Salary and Other Compensation
  - 303.5 Administrator Duties
    - 303.5E2 Building Principal Duties
  - 303.6 Administrator Evaluation
  - 303.7 Administrator Professional Development
  - 303.8 Administrator Civic Activities
  - 303.9 Administrator Consulting/Outside Employment
- 304 POLICY IMPLEMENTATION
  - 304.1 Development and Enforcement of Administrative Regulations
  - 304.2 Monitoring of Administrative Regulations
  - 304.3 Policy Handbooks (Employee and Student)
- 305 ADMINISTRATOR CODE OF ETHICS
- 306 SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT
- 307 COMMUNICATION CHANNELS

Policy Title: ROLE OF SCHOOL DISTRICT ADMINISTRATION Code No. 300

In this series of the board policy manual, the board defines the role and the employment of school district administrators. Policies in the 400 Series, "Employees," also apply to administrators unless a more specific policy exists in the 300 Series, "Administration."

School district administrators have been given a great opportunity and responsibility to manage the school district, to provide educational leadership, and to implement the educational philosophy of the school district. They are responsible for the day-to-day operations of the school district. In carrying out these operations, the administrators are guided by board policies, the law, the needs of the students, and the wishes of the citizens in the school district community.

It shall be the responsibility of the administrators to implement and enforce the policies of the board, to oversee employees, to monitor educational issues confronting the school district, and to inform the board about school district operations.

While the board holds the superintendent ultimately responsible for these duties, the principals are more directly responsible for educational results, for the administration of the school facilities and for the employees.

The board and the administration shall work together to share information and decisions under the management team concept.

## MANAGEMENT

The board and the administrators will work together in making decisions and setting goals for the school district. This effort is designed to obtain, share, and use information to solve problems, make decisions, and formulate school district policies and regulations.

It is the responsibility of each administrator to fully participate in the management of the school district by investigating, analyzing, and expressing their views on issues. Those board members or administrators with special expertise or knowledge of an issue may be called upon to provide information. Each board member and administrator will support the decisions reached on the issues confronting the school district.

The board is responsible for making the final decision in matters pertaining to the school district.

It is the responsibility of the superintendent to develop guidelines for cooperative decision-making.

Legal Reference: Iowa Code § 279.8

Cross Reference: 301 Administrative Structure

Approved 3/15/07 Reviewed 11/1/18 Revised 4/11/13

The administrative team recognizes the need for cooperation, understanding, and mutual support to operate an effective program of educational opportunity.

### Philosophy

The efficient management of a school system must be a team effort. Joint participation by administrators in the management of a school system can only result in a more effective educational program. The degree of cooperation and the quality of input by each management team member are directly related to the quality of the "product".

Total commitment at the behavioral level is required of all team members. The respecting of the expertise, qualifications, roles, and responsibilities of each team member allows for appropriate decision making at many levels with positive and mutual support at all levels.

### Principles of Team Management

Team management should be considered primarily as a procedure for achieving better management decisions relating to the basic purpose of education which is the facilitation and enhancement of the teaching learning process.

The foundation for an effective team lies in the development of inter-personal communication skills in handling intragroup differences. Communication is the process by which information is gathered, exchanged, digested and tested.

The superintendent of schools is recognized as the leader of the administrative team. Other team members include all building administrators, central administration staff personnel, activities director, and guidance personnel.

In order to attain maximum efficiency and effectiveness, the administrative team must be guided by sound management principles of school administration. These principles include the following:

1. The goals and purposes of the school district must be cooperatively determined and clearly understood by those responsible for carrying out the purposes and achieving the goals.
2. All team members should know what their responsibilities are and to whom they are responsible.
3. When a responsibility is delegated to a team member, that person should also be given the necessary authority to carry out the responsibilities. All team members should be held accountable for the efficient execution of the responsibilities delegated to them.

4. Each team member should make every effort to understand and respect the role of others, including the right to exercise judgment on matters for which they are responsible.
5. Organizational procedures should be developed that will insure involvement and encourage close and cooperative relationships among team members. Team members should be allowed to function in a framework that will provide each individual with a feeling of mutual faith and trust.
6. Decisions to resolve issues or problems should be made as close to the source of the issue or problem as is feasible and is consistent with established district policies and procedures.
7. Team management does involve varying degrees of participation and levels of decision-making, from consultation to absolute control over final decisions. Team members to be affected by decisions should be involved in the decision-making process whenever possible.
8. Individual members of the administrative team should be responsible and accountable for supporting and/or implementing management decisions.
9. Personnel policies and practices should provide for the recruitment and selection of competent team members and to provide for their professional development.
10. Maximum efficiency and effectiveness will result only if the functions, assignments, interest, and activities of the district are coordinated.

Legal Reference: Iowa Code § 279.8.  
281 I.A.C. 12.3.

Cross Reference: 301 Administrative Structure

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

In any organization, it is important that the responsibility for decision making be clearly delineated. This is particularly true if the superintendent, for one reason or another, is unavailable. In these cases, there should be a clear line of administrative succession which designates both responsibility and authority.

The superintendent shall make his/her whereabouts known to the central office staff and the Board at all times. If the superintendent leaves the district, he/she shall make every effort to communicate his/her itinerary to the office secretary who, in turn, shall inform others who want or need to know. In case of a bona fide emergency, every effort will be made to notify the superintendent of the situation. If the Superintendent is unable to be reached, the responsibility and the authority to act for the district shall be according to the following:

1. Designated Principal
2. Business Manager

In the event of serious illness which renders the superintendent unavailable or death of the superintendent, the president of the Board shall call a special meeting of the Board to determine what course the district should take at that time.

Approved 03/15/99    Reviewed 11/1/18    Revised 11/1/18

Policy Title: GOAL SETTING

Code No. 301.4

Goal setting is the first task of any school. Without established goals, other administrative processes are largely purposeless. We believe that the utilization of the administrative team can help to broaden the consideration of more goals, bring deeper understanding to those goals, reduce the conflict between organizational and individual goals, assess the feasibility of achieving the goals and quicken the administrators' commitment to their utilization.

The importance placed upon the process for the development and ultimate adoption of annual goals cannot be overemphasized. The goals establish a course of direction for the school. They also serve as a guide or "benchmark" in evaluating the degree of success that is experienced during the year in resolving identified concerns. Goals are a constant reminder in the determination of priorities and in the allocation of the available resources. They also serve as a "master plan" for members of the administrative team in developing individual goals that are supportive and consistent with the goals of the school district.

District Goals: A preliminary list of proposed goals will be generated by the district advisory council listing major concerns pertaining to the school district. This list of concerns will be considered by the administrative team and then submitted to the Board of Directors for their study, deletion and/or modification. The Board of Directors will officially adopt the district goals and then share them with the community. The development and implementation of annual district goals are complementary to the ongoing Philosophy and Goals and are in addition to those tasks that are considered routine.

Approved 03/15/99      Reviewed 11/1/18      Revised 3/15/07

SUPERINTENDENT QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board will employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the school district, and to implement board policy with the power and duties prescribed by the board and the law.

The board will consider applicants for the position of superintendent that meet or exceed the standards set by the Iowa Department of Education and/or Iowa Board of Educational Examiners, and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, national origin, sex, disability, religion, creed, age (for employment), genetic information (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board will also consider the school district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the board.

The board may contract for assistance in the search for a superintendent.

Legal Reference:       29 U.S.C. §§ 621-634.  
                              42 U.S.C. §§ 2000e *et seq.*  
                              42 U.S.C. §§ 2000ff *et seq.*  
                              42 U.S.C. §§ 12101 *et seq.*  
                              Iowa Code §§ 35C; 216; 279.8, .20.  
                              281 I.A.C. 12.4(4).

Cross Reference:       200.2 Powers of the Board of Directors  
                              200.3 Responsibilities of the Board of Directors  
                              301 Administrative Structure  
                              302 Superintendent

Approved 3/15/07

Reviewed 11/1/18

Revised 11/1/18

Policy Title: SUPERINTENDENT CONTRACT AND  
CONTRACT NONRENEWAL

Code No. 302.2

The length of the contract for employment between the superintendent and the board shall be determined by the board in accordance with law. The contract will begin on July 1 and end on June 30. The contract shall state the terms of employment.

The first three years of a contract issued to a newly employed superintendent shall be considered a probationary period. The probationary period may be extended for an additional year with the consent of the superintendent. In the event of termination of a probationary or nonprobationary contract, the board will afford the superintendent due process as required by law. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

It is the responsibility of the board to provide the contract for the position of superintendent.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with board policies dealing with retirement, release or resignation.

Legal Reference: Iowa Code §§ 279.20, .23-.25  
281 I.A.C. 12.4(4).

Cross Reference: 302 Superintendent

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Policy Title: SUPERINTENDENT SALARY AND  
OTHER COMPENSATION

Code No. 302.3

The board has complete discretion to set the salary of the superintendent. It shall be the responsibility of the board to set the salary and benefits of the superintendent at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the superintendent. The salary shall be set at the beginning of each contract term.

In addition to the salary and benefits, the superintendent's actual and necessary expenses shall be paid by the school district when the superintendent is performing work-related duties, in accordance with board policy regarding expense reimbursements. It shall be within the discretion of the board to pay dues to professional organizations for the superintendent.

Legal Reference: Iowa Code §§ 279.8, .20

Cross Reference: 302 Superintendent

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

The board employs a superintendent of schools to serve as the chief executive officer of the board. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the school district, unless specifically stated otherwise.

The superintendent is responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent is responsible for overall supervision and discipline of employees and the education program.

In executing the above-stated duties, the superintendent will consider the financial situation of the school district as well as the needs of the students. Specifically, the superintendent:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent has been excused, and makes recommendations affecting the school district;
- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;
- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with board policies;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;

- Accepts responsibility for the general efficiency of the school system, for the development of employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Responsible for scheduling the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials, and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;
- Performs other duties as may be assigned by the board or law;
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to the approval of the board; and
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and electorate regarding construction and renovation projects.

This list of duties will not act to limit the board's authority and responsibility over the superintendent. In executing these duties and others the board may delegate, the superintendent will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .20, .23A.  
281 I.A.C. 12.4(4).

Cross Reference: 209 Board of Directors' Management Procedures  
301 Administrative Structure  
302 Superintendent

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. At a minimum, the board will formally evaluate the superintendent on an annual basis. The formal evaluation will include an assessment of the superintendent's competence in meeting the Iowa standards for school administrators and the goals of the superintendent's professional development plan, to the extent required by law. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent.

The formal evaluation will be based upon the following principles:

- The evaluation criteria will be in writing, clearly stated and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description and the school district's goals and, to the extent required by law, will be based upon the Iowa standards for school administrators and the goals of the superintendent's individual professional development plan;
- At a minimum, the evaluation process will be conducted annually at a time agreed upon;
- Each board member will have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the entire board;
- The superintendent will conduct a self-evaluation prior to discussing the board's evaluation, and the board as a whole will discuss its evaluation with the superintendent;
- The board may discuss its evaluation of the superintendent in closed session to the extent permitted by law; and,
- Board members are encouraged to communicate their criticisms and concerns to the superintendent during the discussion of the board's evaluation of the superintendent. The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities and competence.

Legal Reference: Iowa Code §§ 279.8, .20, 23A, 284A.7.  
281 I.A.C. 12.3(3), 83.11.

Cross Reference: 212 Closed Sessions  
302 Superintendent

Approved: 3/15/07 Reviewed 11/1/18 Revised 11/1/18

**Sergeant Bluff-Luton Community School District  
Superintendent Evaluation Form**

**Part I Job Responsibilities**

**STANDARD #1 – Shared Vision: A superintendent 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.**

**Performance Indicators**

1. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
2. Uses research and best practice in improving the educational program.
3. Articulates and promotes high expectations for teaching and learning.
4. Develops, communicates, and implements a collective vision of comprehensive school improvement. Aligns and implements the educational program, plans, actions, and resources with the district’s vision and goals.
5. Formulates comprehensive school improvement plans (CSIP), goals, and change efforts with staff and community. Provides leadership for major initiatives and efforts to effectuate change.
6. Formulates procedures for gathering, analyzing and using district data for decision-making.
7. Communicates effectively with various stakeholders regarding progress with school improvement plan goals.

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
	Excellent
	Satisfactory
	Unsatisfactory

**STANDARD #2 – Culture of Learning: A superintendent 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.**

**Performance Indicators**

1. Provides leadership for annually assessing and setting priorities on student and district needs.
2. Evaluates and provides direction for improving school district programs.

3. Examines student achievement data, disaggregates data and creates improvement plans.
4. Provides leadership for assessing, developing and improving the climate and culture of learning.
5. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
6. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
7. Monitors and evaluates the effectiveness of curriculum, instruction, and assessment. Evaluates and provides direction for improving instructional strategies.
8. Evaluates staff and provides ongoing coaching for improvement.
9. Develops and offers opportunities that respond to staffs' needs for professional development. Ensures that staff members have professional development that directly enhances their performance and improves student learning.
10. Encourages and facilitates the use of technology to improve teaching and learning.
11. Encourages and supports personal and professional development among staff.
12. Demonstrates awareness of professional issues and developments in education.
13. Develops and revises as needed his/her own professional development plan for continued improved performances. Uses current research and theory about effective schools and leadership to develop and revise the plan.
14. Promotes collaboration with all stakeholders.
15. Is easily accessible and approachable to all stakeholders.
16. Is highly visible and engaged in the school community.
17. Articulates the desired school culture and shows evidence about how it is reinforced.

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
	<p style="text-align: center;">Excellent</p> <p style="text-align: center;">Satisfactory</p> <p style="text-align: center;">Unsatisfactory</p>

**Standard #3 – Management: A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**Performance Indicators**

1. Analyzes and reports on student achievement, attendance, and graduation rate.
2. Monitors distribution of district resources based on the district's school improvement plan.
3. Provides direction and support for periodic review of curriculum and school policies and procedures.
4. Evaluates performance of staff and takes appropriate follow-up action.
5. Complies with state and federal mandates and district policies and rules.
6. Demonstrates the ability to improve performance of staff members.

7. Recruits, selects, inducts, and retains staff to support quality instruction. Monitors recruitment and selection of district personnel and holds staff accountable for performance.
8. Addresses current and potential issues in a timely manner.
9. Demonstrates knowledge and keeps well informed of funding sources.
10. Manages fiscal and physical resources responsibly, efficiently, and effectively.
11. Effectively manages both revenues and expenditures of the district budget.
12. Facilities are maintained and upgraded according to a district developed plan.
13. Effectively and consistently applies the legal requirements for personnel selection, retention, and dismissal.
14. Ensures that policies and rules are uniformly observed and enforced.
15. Implements a collaborative approach to policy development on student discipline.
16. Formulate and implement plans for internal staff communications.
17. Protects instructional time by designing and managing operational procedures to maximize learning.
18. Communicates effectively with both internal and external audiences about the operations of the school.

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
	Excellent
	Satisfactory
	Unsatisfactory

**Standard #4 – Family and Community: A superintendent 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.**

**Performance Indicators**

1. Engages family and community by promoting shared responsibility for student learning and support of the educational system.
2. Promotes and supports a structure for family and community involvement in the educational system. Provides leadership for improving parent/student/community involvement in the schools.
3. Promotes, demonstrates, and supports clear two-way communication at all levels of the community school district.
4. Formulates and implements plans for external communication, including communication of the school district priorities to the community and media.
5. Provides community service and leadership for developing a positive rapport between the schools and the community.
6. Facilitates the connections of students and families to the health and social services that support a focus on learning.

- Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Supporting Evidence:	Summary Rating
	<p data-bbox="1154 380 1292 413">Excellent</p> <p data-bbox="1154 453 1317 487">Satisfactory</p> <p data-bbox="1138 527 1333 560">Unsatisfactory</p>

**Standard #5 – Ethics: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

**Performance Indicators**

- Demonstrates ethical and professional behavior. Conducts oneself in an ethical, trustworthy and professional manner in the school environment, board and community.
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Demonstrates awareness of professional issues and developments in education.
- Fosters and maintains caring professional relationships with staff.
- Treats everyone with fairness.
- Demonstrates integrity in all actions.
- Establishes practices to promote personal, physical, and emotional health.
- Demonstrates appreciation for and sensitivity to diversity in the school community.
- Is respectful of divergent opinions.

Supporting Evidence:	Summary Rating
	<p data-bbox="1154 1302 1292 1335">Excellent</p> <p data-bbox="1154 1375 1317 1409">Satisfactory</p> <p data-bbox="1138 1449 1333 1482">Unsatisfactory</p>

**Standard #6 – Societal Context: A superintendent is an educational leader who promotes the success of all students by understanding the profile of the community and by responding to and influencing the larger political, social, economic, legal, and cultural context.**

**Performance Indicators**

- Serves as an official spokesperson for the welfare of all members of the learning community.
- Demonstrates respect for diversity in students, staff, and programs.

3. Advocates in the political environment for issues beneficial to improving teaching and learning.
4. Communicates clearly and substantively to the community about district issues and performance.
5. Provides leadership with the board for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating district policies.
6. Recommends district policy in consideration of state and federal requirements and local expectations.
7. Knows and supports the district school improvement plan and accurately reports progress on goals.
8. Collaborates with service providers and other decision makers to improve teaching and learning.
9. Advocates for the welfare of all members of the learning community.
10. Designs and implements appropriate strategies to reach desired goals.

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
	Excellent
	Satisfactory
	Unsatisfactory

**Part II – Job Targets**

**List up to five (5) significant job targets and measurable outcomes to be accomplished by the superintendent during the next 12 months that will best move the system forward in the achieving the district’s long-term goals.**

Target: \_\_\_\_\_  
 Measurable Outcome: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

Target: \_\_\_\_\_  
 Measurable Outcome: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

Target: \_\_\_\_\_  
 Measurable Outcome: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Target: \_\_\_\_\_  
Measurable Outcome: \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_

Target: \_\_\_\_\_  
Measurable Outcome: \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_

<b>Supporting Evidence:</b>	<b>Summary Rating</b>
	Excellent
	Satisfactory
	Unsatisfactory

**Part III – Overall Summary [Check (√) one in each row]**

Job Responsibilities:

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Standard 6

Excellent	Satisfactory	Unsatisfactory

Job Targets:

**Summative Ratings:**

**Significant Achievements:**

**Areas for Growth:**

**Superintendent Comments:**

**Board Comments:**

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_, 20\_\_

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Remediation Target**

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by a majority of board members. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The evaluator and superintendent should mutually agree on the target to be achieved, supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: \_\_\_\_\_ Date Target Developed: \_\_\_\_\_

Performance Indicator to be Remediated: \_\_\_\_\_

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Remediation target including measurable outcome(s) and timeline(s) what do we want to Accomplish? \_\_\_\_\_

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Plan for achieving target: \_\_\_\_\_

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Evaluation and Supporting Evidence: \_\_\_\_\_

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Summary Rating: \_\_\_\_\_ Excellent \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

Board Comments \_\_\_\_\_

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Superintendent Comments: \_\_\_\_\_  
\_\_\_\_\_  
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Board President	Date	Superintendent	Date
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Approved 03/15/99    Reviewed 11/1/18    Revised 11/1/18

Policy Title: SUPERINTENDENT PROFESSIONAL  
DEVELOPMENT

Code No. 302.6

The board encourages the superintendent to continue professional growth by being involved in professional organizations, attending conferences, continuing education, and participating in other professional activities.

It is the responsibility of the superintendent to arrange the superintendent's schedule in order to enable attendance at various conferences and events. If a conference or event requires the superintendent to be absent from the office for more than three days, requires overnight traveling, or involves unusual expense, the superintendent shall bring it to the attention of the board president prior to attending the event.

The superintendent will report to the board after an event.

Legal Reference: Iowa Code §§ 279.8, 284A.6.  
281 I.A.C. 12.7, 83.12.

Cross Reference: 303.7 Administrator Professional Development  
401.7 Employee Travel Compensation

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Policy Title: SUPERINTENDENT CIVIC ACTIVITIES

Code No. 302.7

The board encourages the superintendent to be involved in the school district community by belonging to school district community organizations and attending and participating in school district community activities.

It shall be the responsibility of the superintendent to become involved in school district community activities and events. The board may include a lump sum amount as part of the superintendent's compensation to be used specifically for paying the annual fees of the superintendent for school district community activities and events if, in the board's judgment, the superintendent's participation will further the public purpose of promoting and deriving support for the school district and public education in general. It is within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8.

Cross Reference: 302.3 Superintendent Salary and Other Compensation  
303.8 Administrator Civic Activities

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Policy Title: SUPERINTENDENT CONSULTING/OUTSIDE  
EMPLOYMENT

Code No. 302.8

The superintendent's position superintendent is considered a full-time employee. The board expects the superintendent to give the responsibilities of the position precedence over other employment. The superintendent may accept consulting or outside employment for pay as long as, in the judgment of the board, the work is conducted on the superintendent's personal time and it does not interfere with the performance of the superintendent's duties and provided that the other work does not create a conflict of interest and is not otherwise prohibited by law. The board reserves the right, however, to request that the superintendent cease the outside employment as a condition of continued employment.

Legal Reference: Iowa Code §§ 68B.2A, 279.8, .20.

Cross Reference: 302.2 Superintendent Contract and Contract Nonrenewal  
302.4 Superintendent Duties

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Policy Title: ADMINISTRATIVE POSITIONS

Code No. 303.1

The school district will have, in addition to the superintendent, other administrative positions including the following:

High School Principal  
Assistant Principal/Activities Director  
Middle School Principal  
Elementary Principal (3rd-5<sup>th</sup> Grade)  
Primary Principal (Pre-K thru 2<sup>nd</sup> Grade)  
Curriculum Director/Director of Fine Arts

These administrators will work closely with the superintendent in the day-to-day operations of the school district.

It shall be the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with employees, and to share their expertise with each other and the board under the management team concept.

Legal Reference: Iowa Code §§ 279.8, .21, .23-.24  
281 I.A.C. 12.4.

Cross Reference: 301 Administrative Structure  
303 Administrative Employees

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Title Policy: ADMINISTRATOR QUALIFICATIONS,  
RECRUITMENT, APPOINTMENT

Code No. 303.2

The board will employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the school district.

The board will consider applicants who meet or exceed the standards set by the Iowa Department of Education and/or the Iowa Board of Educational Examiners, and the qualifications established in the job description for the administrator position. In employing an administrator, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, national origin, sex, disability, religion, creed, age (for employment), genetic information (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the board shall also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It shall be the responsibility of the superintendent to make a recommendation to the board for filling an administrative position, based on the requirements stated in this policy. The board shall act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators.

Legal Reference: Iowa Code §§ 35C; 216; 279.8, .21.  
29 U.S.C. §§ 621-634.  
42 U.S.C. §§ 2000e et seq.  
42 U.S.C. §§ 2000ff et seq.  
42 U.S.C. §§ 12101 et seq.  
281 I.A.C. 12.4.

Cross Reference: 303 Administrative Employees

Approved 05/25/06 Reviewed 11/1/18 Revised 11/1/18

Policy Title: ADMINISTRATOR CONTRACT AND  
CONTRACT NONRENEWAL

Code No. 303.3

The length of the contract for employment between an administrator and the board will be determined by the board in accordance with law and stated in the contract. The contract will also state the terms of the employment.

The first three years of a contract issued to a newly employed administrator will be considered a probationary period. The probationary period may be extended for an additional year with the consent of the administrator. In the event of termination of a probationary or nonprobationary contract, the board will afford the administrator due process as required by law. The administrator and board may mutually agree to terminate the administrator's contract at any time.

It shall be the responsibility of the superintendent to create a contract for each administrative position.

Administrators who wish to resign, to be released from a contract, or to retire, must comply with board policies regarding the areas of resignation, release or retirement.

Legal Reference: Iowa Code §§ 279.23-.25.  
281 I.A.C. 12.4.

Cross Reference: 303 Administrative Employees

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Policy Title: ADMINISTRATOR SALARY AND  
OTHER COMPENSATION

Code No. 303.4

The board has complete discretion to set the salary of the administrators. It is the responsibility of the board to set the salary and benefits of the administrators at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the administrators. The salary will be set at the beginning of each contract period.

In addition to the salary and benefits agreed upon, the administrator's actual and necessary expenses will be paid by the school district when the administrator is performing work-related duties, in accordance with board policy regarding expense reimbursements.

Legal Reference: Iowa Code § 279.8.

Cross Reference: 303 Administrative Employees

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Administrators shall be hired by the board to assist the superintendent in the day-to-day operations of the school district.

Each attendance center will have a building principal responsible for the administration and operation of the attendance center. Each building principal, as chief administrator of the assigned attendance center, is responsible for the building and grounds, for the students and employees assigned to the attendance center, for school activities at the attendance center, for the education program offered in the attendance center, and the budget for the attendance center. The principal is considered the professional advisor to the superintendent in matters pertaining to the attendance center supervised by the principal. Although the principals serve under the direction of the superintendent, duties of the principal may include, but not be limited to the following:

- Cooperate in the general organization and plan of procedure in the school under the principal's supervision;
- Supervision of the teachers in each principal's attendance center;
- Maintain the necessary records for carrying out delegated duties;
- Work with the superintendent in rating, recommending and selecting supervised employees whenever possible;
- Work with the superintendent in determining the education program to be offered and in arranging the schedules. As much of the schedule as possible should be made before school closes for summer vacation. In the matter of courses offered, the final approval rests with the superintendent who is in turn responsible to the board;
- Ensure that proper care is taken of all school books, supplies, materials, equipment, furniture and facilities;
- Instruct teachers to make a complete annual inventory of all school property contained in their individual rooms. This inventory is reviewed and filed with the board secretary;
- Investigate excessive cases of absence or tardiness of students and notify the parents or guardians of unexcused absence or tardiness. All such cases shall be reported to the superintendent;
- Make such reports from time to time as the superintendent may require;
- Maintain the regular schedule of school hours established by the board and make no temporary changes in the schedule without the consent of the superintendent;

- Promptly notify the superintendent whenever ventilation, sanitation or heating of the building is unsatisfactory;
- Contribute to the formation and implementation of general policies and procedures of the school;
- Perform such other duties as may be assigned by law or the superintendent of schools.

This list of duties will not act to limit the board's authority and responsibility over the position of the administrators. In executing these duties and others the board may delegate, the administrators will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .21.  
281 I.A.C. 12.4(7).

Cross Reference: 301 Administrative Structure  
303 Administrative Employees

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Working Relationship:

Type of Authority:	Line
Reports to:	Superintendent
Supervises:	Employees
Consults with:	Faculty, Superintendent, Aides, Public, Parents, Students

The Principal has four main areas of responsibility. They are as follows:

1. To facilitate the improvement of instruction.
2. To provide instructional leadership for staff.
3. To promote the best possible teaching and learning conditions for students and staff.
4. To function as an integral part of the administrative team in implementing the philosophy and goals of the Sergeant Bluff-Luton Community School District.

The Principal's primary responsibility is to facilitate the improvement of instruction.

- I. As the educational leader of the staff, the Principal shall:
  - A. Assist all instructional personnel in exploring and understanding the total educational program of the district.
  - B. Direct, supervise, and evaluate the instructional and guidance programs and staff of his/her school.
  - C. Utilize effectively the services of special education personnel.
  - D. Interpret the school's program to parents and patrons of the school.
  - E. Encourage positive public relations between school and community.
  - F. Engage in continual professional growth through reading, attendance at professional meetings and seminars, and keeping abreast of current innovations in education.
- II. The principal shall promote the best possible teaching and learning conditions for students and staff. To this end, the Principal shall:
  - A. Supervise the operation and maintenance of the building, grounds, and other school property assigned to his/her care.
  - B. Help beginning teachers adjust to the school, the children, and the community.
  - C. Assist student adjustment in interpersonal relationships with adults and other students.
- III. Direct and evaluate the work to all assigned personnel under the policies set forth in the policy manual of the Board of Education.

- A. Keep teachers informed of system wide in-service projects and promote involvement in these projects.
  - B. Plan with staff in-service programs that are needed in the individual schools.
  - C. Act as supervising principal and assist in the execution of instructional policies by:
    - 1. Familiarizing himself/herself with existing courses of study and participating in the planning of new and innovative practices in curriculum studies and experiments.
    - 2. Providing teachers with courses of study, curriculum duties, and administrative bulletins necessary to carry out their duties, in the classroom, and by helping teachers secure instructional materials to carry out the prescribed curriculum.
    - 3. Obtaining clearance from the Superintendent and Board of Directors before initiating changes in courses of study, pupil reporting or curriculum innovations.
    - 4. Utilizing, when advisable, any administrative or special service personnel for the improvement of instruction.
- IV. The Principal shall function as an integral part of the administrative team. In this regard he/she shall:
- A. Be involved in the recruitment and employment of teachers and all other staff members in the school for which he/she is responsible.
  - B. Administer within the school the approved regulations of the business office. He/she shall be held accountable for all school materials and funds under his/her control and for avoidance of waste in school equipment, supplies and textbooks.
  - C. Direct all pupil accounting for the assigned attendance area.
  - D. Participate in the interpretation and execution of the policies as determined by the Board of Directors and the Superintendent of Schools.
  - E. Work cooperatively with other administrative personnel and their programs.
  - F. Coordinate the activities of his/her school with the activities of other schools in the system.
  - G. Keep accurate school records and return on scheduled dates all statistical and other reports required by either the Superintendent and/or Board of Directors.
  - H. Assume such other duties and responsibilities as may be assigned by law or the Superintendent.

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The superintendent shall conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. At a minimum, the superintendent will formally evaluate the administrators annually. The formal evaluation will include an assessment of the administrator's competence in meeting the Iowa standards for school administrators and the goals of the administrator's individual professional development plan, to the extent required by law. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, ensure student learning goals of the school district are met, promote growth in effective administrative leadership for the school district, clarify the administrator's role as defined by the board and the superintendent, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent and the administrator.

The superintendent is responsible for designing an administrator evaluation instrument. The formal evaluation will include written criteria related to the job description and, to the extent required by law, will be based upon the Iowa standards for school administrators and the goals of the administrator's individual professional development plan. The superintendent, after receiving input from the administrators, will present the formal evaluation instrument to the board for approval.

The formal evaluation will also include an opportunity for the administrator and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation is completed by the superintendent, signed by the administrator and filed in the administrator's personnel file.

It is the responsibility of the superintendent to conduct a formal evaluation of the probationary administrators and nonprobationary administrators in sufficient time to allow the board to consider whether a notice of termination should be issued prior to May 15 of each year.

This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities and competence.

Legal Reference: Iowa Code §§ 279.8, .23A, .24; 284A.7.  
281 I.A.C. 12.3(3), 83.11.

Cross Reference: 303 Administrative Employees

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Policy Title: ADMINISTRATOR PROFESSIONAL DEVELOPMENT Code No. 303.7

The board encourages the administrators to continue their professional growth by becoming involved in professional organizations, attending conferences, continuing their education, and participating in other professional activities.

It is the responsibility of the administrators to arrange their schedules in order to attend various conferences and events in which they are involved. Prior to attendance at an event, the administrator must receive approval from the superintendent. In the case where overnight travel or unusual expense is involved, the superintendent will bring it to the attention of the board prior to the administrator attending the event.

The administrator will report to the superintendent after an event.

Legal Reference: Iowa Code §§ 279.8, 284A.6.  
281 I.A.C. 12.7, 83.12.

Cross Reference: 302.6 Superintendent Professional Development  
401.7 Employee Travel Compensation

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Policy Title: ADMINISTRATOR CIVIC ACTIVITIES

Code No. 303.8

The board encourages the administrators to be involved in the school district community by belonging to community organizations, and by attending and participating in school district community activities.

It is the responsibility of the administrators to become involved in school district community activities and events. The board may include a lump sum amount as part of the administrator's compensation to be used specifically for paying the annual fees of the administrator for school district community activities and events if, in the board's judgment, the administrator's participation will further the public purpose of promoting and deriving support for the school district and public education in general. It is within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8.

Cross Reference: 302.7 Superintendent Civic Activities

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Policy Title: ADMINISTRATOR CONSULTING/OUTSIDE  
EMPLOYMENT

Code No. 303.9

An administrative position is considered full-time employment. The board expects administrators to give the responsibilities of their positions in the school district precedence over other employment. An administrator may accept consulting or outside employment for pay as long as, in the judgment of the board and the superintendent, the work is conducted on the administrator's personal time and it does not interfere with the performance of the administrative duties contracted by the board and provided that the other work does not create a conflict of interest and is not otherwise prohibited by law.

The board reserves the right, however, to request the administrator cease the outside employment as a condition of continued employment.

Legal Reference: Iowa Code §§ 68B.2A; 279.8, .21.

Cross Reference: 303.3 Administrator Contract and Contract Nonrenewal  
303.5 Administrator Duties

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Policy Title: DEVELOPMENT AND ENFORCEMENT OF

Code No. 304.1

## ADMINISTRATIVE REGULATIONS

Administrative regulations may be necessary to implement board policy. It is the responsibility of the superintendent to develop administrative regulations.

In developing the administrative regulations, the superintendent should consult with administrators or others likely to be affected by the regulations. Once the regulations are developed, employees, students and other members of the school district community will be informed in a manner determined by the superintendent.

The board will be kept informed of the administrative regulations utilized and their revisions. The board may review and recommend change of administrative regulations prior to their use in the school district if they are contrary to the intent of board policy.

It shall be the responsibility of the superintendent to enforce administrative regulations.

Legal Reference: Iowa Code §§ 279.8, .20.

Cross Reference: 209 Board of Directors' Management Procedures  
304.2 Monitoring of Administrative Regulations

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Policy Title: MONITORING OF ADMINISTRATIVE  
REGULATIONS

Code No. 304.2

The administrative regulations will be monitored and revised when necessary. It is the responsibility of the superintendent to monitor and revise the administrative regulations.

The superintendent may rely on the board, administrators, employees, students, and other members of the school district community to inform the superintendent about the effect of and possible changes in the administrative regulations.

Legal Reference: Iowa Code §§ 279.8, .20.

Cross Reference: 209 Board of Directors' Management Procedures  
304.1 Development and Enforcement of Administrative  
Regulations

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

Policy Title: POLICY HANDBOOKS (EMPLOYEE AND STUDENT) Code No. 304.3

Employee and student handbooks shall be prepared and distributed annually by the building level administrator. Handbooks shall be approved by the Board of Directors each year prior to the beginning of school.

Approved 03/15/99      Reviewed 11/1/18      Revised 11/1/18

Administrators, as part of the educational leadership in the school district community, will conduct themselves professionally and in a manner fitting to their position.

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

The professional school administrator:

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

Legal Reference: Iowa Code § 279.8.  
282 I.A.C. 25, 26.

Cross Reference: 404 Employee Conduct and Appearance

Approved 03/15/99 Reviewed 11/1/18 Revised 11/1/18

Policy Title: SUCCESSION OF AUTHORITY TO  
THE SUPERINTENDENT

Code No. 306

In the absence of the superintendent, it is the responsibility of the other administrators to assume the superintendent's duties. The succession of authority to the superintendent shall be in this order:

Designated Building Principal  
Business Manager

If the absence of the superintendent is temporary, the successor will assume only those duties and responsibilities of the superintendent that require immediate action. If the board determines the absence of the superintendent will be a lengthy one, the board will appoint an acting superintendent to assume the responsibilities of the superintendent. The successor will assume the duties when the successor learns of the superintendent's absence or when assigned by the superintendent or the board.

References to "superintendent" in this policy manual shall mean the "superintendent or the superintendent's designee" unless otherwise stated in the board policy.

Legal Reference: Iowa Code § 279.8.

Cross Reference: 302 Superintendent

Approved 03/15/99 Reviewed 11/1/18 Revised 4/11/13

The board believes that questions and problems should be resolved at the lowest organizational level nearest to the complaint. School employees are responsible for conferring with their immediate supervisor and then with the principal, if applicable, on questions and concerns. Students and other members of the school district community are encouraged to confer with a licensed employee or a classified employee's supervisor, as appropriate, and then with the principal on questions and concerns.

If a matter is not satisfactorily resolved by any of the above, individuals may bring it to the attention of the superintendent within five (5) school days of their discussion with the principal. If there is still no satisfactory resolution or plan for resolution by the superintendent within five (5) school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. It is within the board's discretion whether to hear the concern. If the board declines to hear the matter, the disposition of the superintendent shall be final.

It will first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

If there is another, more specific complaint procedure relating to a matter, the complaint shall be brought under such procedure rather than pursuant to this policy.

Legal Reference: Iowa Code § 279.8.

Cross Reference: 213 Public Participation in Board Meetings  
213.1R1 General Complaints by Citizens  
401.4 Employee Complaints  
502.4 Student Complaints and Grievances  
504.3 Student Publications

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