

TABLE OF CONTENTS

	PAGE
1. Administrative Program	
Functional Principle of Administration	2000
Election of Administrative Personnel	2010
2. Superintendent	
Superintendent of Schools	2100
Duties of the Superintendent of Schools.....	2110
Superintendent's Evaluation.....	2120
Evaluation Instrument for Superintendent	Regulation 2120A
3. Principals	
Principalship	2200
Duties of the Principal	2210
Evaluation of Principal	2220
Evaluation Instrument for Principals	Regulation 2220A
4. Administrative Programs	
Line of Authority	2400
Administrative Action in Emergencies.....	2410
Staff Handbooks.....	2420
Attendance at Professional Growth Meetings.....	2430
Administrative Action in Absence of Policy	2440

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.

Date of Adoption: February 11, 2008

Review: March 9, 2015, March 12, 2018, April 12, 2021

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. Except for an administrator who may also be categorized as a teacher, the superintendent of schools will share evaluation summaries with the board of education. 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 packages (salary/benefits) for the Superintendent and Principal(s) will generally be considered consistent with the terms of their contract for renewal and evaluation, or at any time deemed appropriate by the board.

Date of Adoption: April 9, 2018

Reviewed: April 12, 2021

AdministrativeThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Arlington Public Schools. As chief executive officer of the Arlington Public Schools, 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 Arlington Public Schools as duties of the Superintendent.

Date of Adoption: March 14, 2011

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

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 Washington County School District 89-0024.
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 reelection 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 Washington County School District 89-0024.
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.

Date of Adoption: February 11, 2008

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

AdministrationSuperintendent'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.

Date of Adoption: February 11, 2008

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

AdministrationEvaluation Instrument of Superintendent**I. Purpose of the Evaluation:**

The Superintendent and the Board of Education recognize the need to review the Superintendent's performance annually. The review will consist of the completion of a written appraisal instrument and the discussion of this instrument with the Superintendent in executive session. The intent of the evaluation is to:

- A. Promote professional development/excellence and improve the performance of the Superintendent.
- B. Based on the evaluation instrument, arrive at certain conclusions as to the "effectiveness" of the Superintendent in achieving the objectives of the district.
- C. Communicate those conclusions to the Superintendent providing counsel and direction to him/her.
- D. Enhance the working relationship between the Board of Education and the Superintendent.
- E. Guide decisions relative to continued employment and compensation.

II. Evaluation Plan

The following are steps to be used to evaluate the Superintendent of Schools.

- 1. The evaluation criteria shall be in writing, clearly stated, and mutually agreed upon by the Board and the Superintendent. The criteria will be related to the job description, the Superintendent's goals, and the School District's goals.
- 2. Evaluation forms shall be given to Board Members in early November.
- 3. Each Board Member will have the opportunity to complete the instrument and submit to the President or bring to the meeting.
- 4. The Superintendent will submit a self evaluation to the Board.
- 5. The Board President will preside over discussions of the individual evaluations and work towards the development of a summary document. The summary document will reflect an average score on each duty and category as well as summary comments in each category reached by consensus.
- 6. The Board of Education shall meet with the Superintendent in December during executive session to discuss the summary evaluation document and modify as appropriate.
- 7. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.

8. The Superintendent and the Board President will sign the confidential summary evaluation document as an indication that it has been reviewed. The original will be placed in the Superintendent's personnel file and a copy given to the Superintendent.
9. The Board and Superintendent will annually schedule a retreat to revise or create leadership goal(s)/action plan(s).

The Arlington Board of Education will subscribe to the Nebraska Association of School Boards (NASB) Superintendent Evaluation Tool for required evaluation.

Date of Adoption: May 12, 2014

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021;

Date Revised: October 11, 2021

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.

Date of Adoption: February 11, 2008

Reviewed: March 9, 2015, March 12, 2018, April 12, 2021

AdministrationDuties of the Principal1. 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 Building Principal is the immediate supervisor of all of their specific building 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. Americanism/Educational Evaluation Committee
 - d. Review 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 include all week days from August 1 through June 30, exclusive of holidays and scheduled school vacations.
- 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

Date of Adoption: May 11, 2015

Reviewed: March 12, 2018, April 12, 2021

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.

4. Appraisal Process

The appraisal process is the responsibility of the Principal and the Principal's immediate supervisor. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument 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, surveys (formal or informal information gathering from staff, students, parents, community members, and other administrators); statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the 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

Date of Adoption: February 11, 2008

Reviewed: April 13, 2015, March 12, 2018, April 12, 2021

**ARLINGTON PUBLIC SCHOOLS
ASSESSMENT OF ADMINISTRATIVE PERFORMANCE
ASSISTANT PRINCIPAL/ACTIVITY DIRECTOR**

Name :

Date:

Position: Assistant Principal/Activities Director

Evaluation Scale: 1=Unsatisfactory, 2= Below Expectations, 3=Satisfactory, 4=Exceeds Expectations, 5= Clearly Outstanding.

The evaluation for this position is based upon the job description duties. It is important to note the manner in which the scale is being interpreted by those that are applying it. A satisfactory rating is evidence that the job performance is acceptable that the district standards are being met.

3.0 DUTIES OF THE SECONDARY ASSISTANT PRINCIPAL

- _____ 3.1 Attend Board of Education meetings upon request by the Principal and/or Superintendent
- _____ 3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:
 - Development and evaluation of the curriculum
 - Supervision of buildings and grounds maintenance
 - Maintaining job descriptions for all coaches, sponsors, support staff
 - Assist in the collection and analysis of assessment data
 - Supervision of personnel involved in co-curricular activities
- _____ 3.3 Serve as Activity Director
 - Supervise Special Education program as applicable
 - Serve as a member of the Crisis Team
 - Serve as a member on the campus School Improvement Committee
- _____ 3.4 Direct development of the activity budget
 - Distribute and collect area budget requests
 - Establish final budget amounts
 - Monitor budget expenditures
 - Coordinate bidding process
 - Monitor activity accounts related to elementary/secondary
 - Update inventory of equipment and supplies

- _____ 3.5 Maintain records, issue reports, send communications, write documents including the following:
- Submit all forms to NSAA and other related agencies for the inclusion of Arlington activities in conference, district, and state events
 - Develop, maintain, and publicize master schedule and coordination of activities and facilities
 - Student records: grades, attendance, test data, health, discipline, accident
 - Property accounting and inventory for activities
 - Handbooks - Parent/Student Handbook, Co-Curricular Handbook, Coaches/Sponsors Handbook
 - Evaluations data, staff evaluations, personal improvement plans
 - Monthly newsletter articles; Daily bulletins to students and teachers
 - Assist in grant writing and administration; Assist in Student Registration process
- _____ 3.6 Conduct teacher performance appraisal per policies and regulations and coaches and sponsors evaluations
- Observe classroom presentations
 - Set and monitor instructional goals
 - Conduct formative and summative evaluation conferences
 - Review evaluation portfolios
 - Evaluate support personnel
 - Evaluate coaches and sponsors
- _____ 3.7 Supervise support staff, custodial staff and school nurse, as applicable
- Evaluate support staff in writing once per year
- _____ 3.8 Perform other duties as assigned by the Principal and/or Superintendent

4.0 ORGANIZATIONAL EXPECTATIONS/PERFORMANCE STANDARDS

- _____ 4.1 Leadership and management
- Leadership and Management Tasks
 - Assist in the development of building level goals and monitor progress
 - Develop instruments to report on student and parent satisfaction
 - Analyze and report levels of customer satisfaction
 - Direct and monitor academic functions and activity programs
 - Collect and conduct research on educational best practice
 - Identify and develop innovative programs

- Leadership and Management Skills
 - Establishes clear and appropriate professional and personal goals
 - Demonstrates initiative and alternative approaches to problem solving
 - Exhibits competence in planning and organizing
 - Is effective in implementation and follow-through
 - Provides for effective motivational techniques
 - Delegates authority appropriately and effectively
- Performance Tasks
 - Attainment of District/Administrative goals
 - Demonstrate staff growth
 - Attainment of Academic Achievement Goals

_____ 4.2 Communication

- Communication Tasks
 - Develop and maintain effective staff, parent, and student communication systems
 - Develop and maintain written, electronic, and voice communication systems
 - Develop and maintain effective communication with the Eagle Booster Club, alumni groups, etc. as needed
- Communication Skills
 - Encourages and initiates communication in problem solving
 - Communicates clearly and thoroughly, both verbally and in writing
 - Shows communicative adaptability to pupils, staff, parents, and public

_____ 4.3 Decision Making

- Decision Making Tasks
 - Develop and maintain systems to identify the needs of the school, collect and interpret pertinent data, and recommend solutions
- Decision Making Skills
 - Involves those to be affected in the decision-making process
 - Collects adequate information before making decisions
 - Uses reliable sources of information
 - Does not delay important decisions nor allow pressure to cause hasty decisions
 - Explains reasons for decisions to persons affected

- _____ 4.4 Human Relations
 - Exhibits openness and humaneness in dealing with others
 - Reacts to mistakes with patience
 - Counsels individuals in private
 - Friendly and open-minded in meeting situations
 - Steady and even-tempered when faced with criticism
 - Cooperates well with colleagues
 - Recognized achievements of students and staff
 - Is an active listener

- _____ 4.5 Development and maintenance of effective educational conditions
 - Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - Encourages enthusiasm for learning and teaching
 - Provides for a cooperative feeling among students and staff

- _____ 4.6 Contribution to district cohesiveness
 - Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - Expresses concerns regarding individual administrative decisions directly to the person responsible
 - Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - Is prompt in providing support necessary to the completion of others tasks
 - Appreciates and draws upon the expertise of other administrators
 - Recognizes and contributes to organizational goals

- _____ 4.7 Staff development and professional growth
 - Establishes clear performance expectations
 - Assists staff members in setting and reaching goals
 - Uses the evaluation program effectively, involves resource persons appropriately
 - Observes in classrooms on a regular basis
 - Identifies areas of strength as well as areas of deficiency
 - Encourages the professional growth of all staff

- _____ 4.8 Professional Development
- Establishes clear and appropriate professional and personal goals
 - Maintain a working knowledge of best practice and shares pertinent information with staff
 - Participate annually in course work, workshops and/or seminars to improve instructional leadership skills
 - Keeps current with educational literature and research
 - Participates in professional organizations and activities
- _____ 4.9 Student Services:
- Student Services Tasks
 - Develop and execute the student discipline code set out in the Parent/Student Handbook
 - Administer student discipline
 - Monitor the secondary student assistance team
 - Supervise the activities program
 - Communicate daily information through the daily bulletin
 - Assist in monitoring the student recognition awards program
 - Shares responsibility for after school supervision at all necessary activities
 - Student Services Skills
 - Maintains positive school climate
 - Exhibits concern for individual pupils' welfare
 - Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - Effectively handles student disciplinary problems
- _____ 4.10 Community/Public relations
- Community/Public Relations Tasks
 - Develop and monitor systems for communicating school objectives, outcomes, and activities with the parents and patrons of the district
 - Present, upon request to groups in the school and professional community about the educational program
 - Participate in area service clubs
 - Participate in grant leadership (secondary)

- Community/Public Relations Skills
 - Exhibits awareness of the main concerns of the school community
 - Is sensitive to the educational goals and special needs of the community and its component groups
 - Establishes avenues for dialog between school and community
 - Is effective in interpreting school programs to the community

Appraisee comments (optional) I have read this appraisal and had an opportunity to discuss it with the evaluator.

The appraisee signature indicates that He/She has seen the report and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher	Date	Signature of Evaluator	Date	

Date of Adoption: April 11, 2011
 Reviewed: April 13, 2015, March 12, 2018, April 12, 2021

**ARLINGTON PUBLIC SCHOOLS
ASSESSMENT OF PRINCIPAL PERFORMANCE**

Name :

Date:

Position:

Evaluation Scale: 1=Unsatisfactory, 2= Below Expectations, 3=Satisfactory, 4=Exceeds Expectations, 5= Clearly Outstanding.

The evaluation for this position is based upon the job description duties. It is important to note the manner in which the scale is being interpreted by those that are applying it. A satisfactory rating is evidence that the job performance is acceptable that the district standards are being met.

3.0 DUTIES OF THE ELEMENTARY/SECONDARY PRINCIPAL

- _____ 3.1 Attend all Board of Education meetings unless excused by the Superintendent
- _____ 3.2 Participate as a member of the administrative team, with involvement in matters including, but not limited to:
- Development and evaluation of the curriculum
 - Supervision of buildings and grounds maintenance
 - Maintaining job descriptions for all positions
 - Collection and analysis of assessment data
 - Supervision of personnel involved in co-curricular activities
- _____ 3.3 Serve as Director of Curriculum (Elementary Principal)
- Serve as Title I Director (Elementary Principal)
 - Serve as Special Education Director (Elementary Principal)
 - Supervise Special Education program as applicable
 - Serve as a member of the Crisis Team
 - Serve as a Task Force Leader on the School Improvement Steering Committee
- _____ 3.4 Direct development of the Elementary/Secondary budget
- Distribute and collect area budget requests
 - Establish final budget amounts
 - Monitor budget expenditures
 - Develop and monitor Federal Grant budgets
 - Monitor activity accounts related to elementary/secondary

- _____ 3.5 Maintain records, issue reports, send communications, write documents including the following:
 - Class enrollment
 - Master schedule
 - Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - Property accounting and inventory
 - Handbooks - Curriculum, Faculty, and Student Handbooks
 - Semester and yearly plans; Lesson plans and Rule 10 documentation
 - Evaluations data, staff evaluations, personal improvement plans
 - Bi-weekly bulletins/monthly newsletter articles (elementary);
 - Daily bulletins to students and teachers (secondary)
 - Assist in grant writing and administration
 - Student Registration process (Secondary)
- _____ 3.6 Conduct teacher performance appraisal per policies and regulations
 - Observe classroom presentations
 - Set and monitor instructional goals
 - Conduct formative and summative evaluation conferences
 - Review evaluation portfolios
 - Evaluate support personnel
- _____ 3.7 Administer classified and certificated staff personal leave, professional leave, and sick leave policies
 - Secure substitutes for staff who are absent
- _____ 3.8 Supervise support staff, custodial staff and school nurse, as applicable
 - Evaluate support staff in writing once per year
- _____ 3.9 Perform other duties as assigned by the Superintendent

4.0 ORGANIZATIONAL EXPECTATIONS/PERFORMANCE STANDARDS

- _____ 4.1 Leadership and management
 - Leadership and Management Tasks
 - Develop building level goals and monitor progress
 - Chair the District Quality Team (Secondary)
 - Develop instruments to report on student and parent satisfaction
 - Analyze and report levels of customer satisfaction
 - Direct and monitor academic functions and activity programs
 - Collect and conduct research on educational best practice
 - Identify and develop innovative programs

- Leadership and Management Skills
 - Establishes clear and appropriate professional and personal goals
 - Demonstrates initiative and alternative approaches to problem solving
 - Exhibits competence in planning and organizing
 - Is effective in implementation and follow-through
 - Provides for effective motivational techniques
 - Delegates authority appropriately and effectively
- Performance Tasks
 - Attainment of District/Administrative goals
 - Demonstrate staff growth
 - Attainment of Academic Achievement Goals

_____ 4.2 Communication

- Communication Tasks
 - Develop and maintain effective staff, parent, and student communication systems
 - Develop and maintain written, electronic, and voice communication systems
- Communication Skills
 - Encourages and initiates communication in problem solving
 - Communicates clearly and thoroughly, both verbally and in writing
 - Shows communicative adaptability to pupils, staff, parents, and public

_____ 4.3 Decision making:

- Decision Making Tasks
 - Develop and maintain systems to identify the needs of the school, collect and interpret pertinent data, and recommend solutions
- Decision Making Skills
 - Involves those to be affected in the decision-making process
 - Collects adequate information before making decisions
 - Uses reliable sources of information
 - Does not delay important decisions nor allow pressure to cause hasty decisions
 - Explains reasons for decisions to persons affected

- _____ 4.4 Human Relations
 - Exhibits openness and humaneness in dealing with others
 - Reacts to mistakes with patience
 - Counsels individuals in private
 - Friendly and open-minded in meeting situations
 - Steady and even-tempered when faced with criticism
 - Cooperates well with colleagues
 - Recognized achievements of students and staff
 - Is an active listener

- _____ 4.5 Development and maintenance of effective educational conditions
 - Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - Encourages enthusiasm for learning and teaching
 - Provides for a cooperative feeling among students and staff

- _____ 4.6 Contribution to district cohesiveness
 - Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - Expresses concerns regarding individual administrative decisions directly to the person responsible
 - Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - Is prompt in providing support necessary to the completion of others tasks
 - Appreciates and draws upon the expertise of other administrators
 - Recognizes and contributes to organizational goals

- _____ 4.7 Staff development and professional growth
 - Establishes clear performance expectations
 - Assists staff members in setting and reaching goals
 - Uses the evaluation program effectively, involves resource persons appropriately
 - Observes in classrooms on a regular basis
 - Identifies areas of strength as well as areas of deficiency
 - Encourages the professional growth of all staff

- _____ 4.8 Professional Development
 - Establishes clear and appropriate professional and personal goals
 - Maintain a working knowledge of best practice and shares pertinent information with staff
 - Participate annually in course work, workshops and/or seminars to improve instructional leadership skills
 - Keeps current with educational literature and research
 - Participates in professional organizations and activities

- _____ 4.9 Student Services
 - Student Services Tasks
 - Monitor and direct the elementary/secondary counseling program and records
 - Develop and execute the student discipline code set out in the Parent/Student Handbook
 - Administer student discipline
 - Monitor the elementary/secondary student assistance team
 - Monitor the Drug Free Team (secondary).
 - Supervise the Activities Director and the activities program
 - Communicate daily information through the daily bulletin (secondary) or announcements (elementary)
 - Monitor the student recognition awards program

- _____ 4.10 Student Services Skills
 - Maintains positive school climate
 - Exhibits concern for individual pupils' welfare
 - Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - Effectively handles student disciplinary problems

- _____ 4.11 Community/Public relations
 - Community/Public Relations Tasks
 - Develop and monitor systems for communicating school objectives, outcomes, and activities with the parents and patrons of the district
 - Present, upon request to groups in the school and professional community about the educational program
 - Participate in area service clubs
 - Participate in grant leadership (secondary)

- Community/Public Relations Skills
 - Exhibits awareness of the main concerns of the school community
 - Is sensitive to the educational goals and special needs of the community and its component groups
 - Establishes avenues for dialog between school and community
 - Is effective in interpreting school programs to the community

Appraisee comments (optional) I have read this appraisal and had an opportunity to discuss it with the evaluator.

The appraisee signature indicates that He/She has seen the report and has been given a copy. It does not necessarily imply agreement with the contents.

_____ Signature of Principal	_____ Date	_____ Signature of Evaluator	_____ Date
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Date of Adoption: April 11, 2011
 Reviewed: April 13, 2015, March 12, 2018, April 12, 2021

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.

Date of Adoption: February 11, 2008

Reviewed: April 13, 2015, March 12, 2018, April 12, 2021

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. An electronic communication service will be used to alert the staff and students, 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.

Date of Adoption: April 11, 2011

Reviewed: April 13, 2015, March 12, 2018, April 12, 2021

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.

Date of Adoption: February 11, 2008

Reviewed: April 13, 2015, March 12, 2018, April 12, 2021

AdministrationAttending 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 once every two years 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 Arlington Public School.

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 School Boards Association (NSBA), 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.

Date of Adoption: May 11, 2015

Reviewed: March 12, 2018, April 12, 2021

AdministrationAdministrative 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.

Date of Adoption: February 11, 2008

Reviewed: April 13, 2015, March 12, 2018, April 12, 2021