

## ADMINISTRATION

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## ROLE OF SCHOOL DISTRICT ADMINISTRATION

In this series of the board policy manual, the board will define the role and the employment of school district administrators.

School district administrators have been given a great opportunity and a great responsibility to manage the school district, to provide the 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 administration is guided by the board policies, the law, the needs of the students, and the wishes of the people in the school district community. When there is no board policy in existence to provide guidance on a matter before the administration, the superintendent will have the authority to exercise discretion based on the circumstances surrounding the situation.

It is the responsibility of the administration, led by the superintendent, to implement and enforce the policies of the board, to oversee school district personnel, 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, under the supervision of the superintendent, are more directly responsible for educational results, for the administration of their respective attendance centers, and the employees reporting to those attendance centers.

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

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ADMINISTRATIVE POSITIONS

The school district shall have three administrative positions: a superintendent, an elementary principal, an intermediate/junior high principal, a secondary principal, a special education coordinator, and a curriculum coordinator. The administrators will work closely together as an integral part of day-to-day operations of the school district.

It is the responsibility of the 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.

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MANAGEMENT

The board and administration will work closely 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 district policies and regulations.

It shall be 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 will be called upon to provide information. Each board member and administrator shall make every effort to fully support the decisions reached on the issues confronting the school district.

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

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

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MANAGEMENT TEAM

The board of education considers all those who have an effective role in the recruitment or release of employees to be part of the management team. The management team shall be headed by the superintendent. The superintendent will convene meetings to discuss district policies, administrative procedures, and other business as shall be brought to the superintendent's attention.

The management team shall meet with the board upon the board's request or superintendent's recommendation to review overall operations of the school district and conditions affecting the management team. The management team shall have no relationship to any formal negotiating unit. In the event a member or members of the management team are unable to resolve a problem, a committee of one board member, one management team member, and the superintendent will investigate the circumstances and make a recommendation. If the recommendation does not settle the matter, the board and the management team will meet to resolve the matter. The board may seek the advice of outside management consultants to assist in resolving the matter.

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GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION

## ADMINISTRATION RELATIONSHIPS

### Administration and Board of Education

The superintendent, as the executive officer of the board, will work closely with the board members, particularly the board president, to keep the board informed about school district operations. The board will maintain contact with other administrators through the superintendent.

The administrators and other administrative personnel will work with the board of education through its executive officer, the superintendent. The administration, in working with the board of education, will assist the board by gathering information, as requested by the board, informing the board about school district operations, implementing board policy, and making recommendations.

The superintendent, unless excused by the board president, and the principals, unless excused by the superintendent, shall attend each board meeting.

### Administration and District Personnel

As managers of the school district, the administration will recommend for employment the school district personnel, supervise them, and evaluate their performance. Complaints or requests by district personnel are first reported to their direct supervisor for resolution. It is the responsibility of the administration to resolve complaints and handle requests.

It is the responsibility of the administration to foster a positive attitude and to promote a cooperative effort among school district personnel. It will also be the responsibility of the administration to prevent misunderstandings within the school district and the community about board policy. It will be the responsibility of each administrator to provide leadership to the personnel, and it is the responsibility of each district employee to work cooperatively with the administration to accomplish the educational philosophy of the school district.

### Administration and Adjoining Districts

Efficiency and economics may be achieved by working with neighboring school districts in the offering of educational programs or in-service and the sharing of personnel.

The administration will consider and explore opportunities to work with the adjoining school district to expand the opportunities for the students and personnel in the school district.

### Administration and Area Education Agency

The administration will utilize the resources of Central Rivers AEA on a selective basis, choosing to participate in high quality programs which specifically meet the needs of the school district. This includes utilizing educational materials and staff resources.

The administration may also utilize the AEA to facilitate regional programming and cooperation as well as to purchase supplies.

It is the responsibility of the superintendent or his/her designee to coordinate activities with the AEA.

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ADMINISTRATOR QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board shall employ a superintendent to serve as the 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 shall further employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the school district. All references, below, to administrators shall include the superintendent.

The board will consider applicants that meet or exceed the standards set by the Iowa Department of Education and the qualifications established by the board for administrative positions. In employing administrators, the board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, religion, national origin, sex, sexual orientation, gender identity, disability, age, socioeconomic status, or marital status. 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 administrators, the board shall also consider the school district's educational philosophy, financial situation, organizational structure, educational programs, and other factors deemed relevant by the board.

The services of a consultant may be engaged to assist in screening and/or selecting candidates to be interviewed by the Board of Education.

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ADMINISTRATOR CONTRACTS AND CONTRACT NON-RENEWAL

The length of the contract for employment between administrators, including the superintendent, and the board is determined by the board and stated in the contract.

The first two years of a contract issued to a newly employed administrator will be considered a probationary period. The board may waive this period, or the probationary period may be extended for an additional year upon the consent of the administrator. In the event of termination of a probationary or non-probationary contract, the board will afford the administrator appropriate due process, including notice by May 15. The administrator and board may mutually agree to terminate the superintendent's contract pursuant to relevant contractual terms and provisions.

If an administrator's contract is not being renewed by the board, the contract will be extended automatically for additional one-year periods beyond the end of its term until it is modified or terminated as mutually agreed to by the parties, or until the administrator's contract is terminated consistent with statutory termination procedures.

It will be the responsibility of the board to provide contracts for administrators.

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ADMINISTRATOR SALARIES AND OTHER COMPENSATION

The board has complete discretion to set the salary of the school district's administrators, including the superintendent. It is the responsibility of the board to set the salary and benefits of 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 salaries are set at the beginning of each contract term and included in each contract.

In addition to the salary and benefits, administrators' actual and necessary expenses are paid by the school district when the administrators are performing work-related duties. It is within the discretion of the board to pay dues to professional organizations for the administrators.

The board may approve payment of dues and other benefits or compensation over and above the administrators' contracts. Approval of dues and other benefits or compensation will be included in the records of the board in accordance with board policy.

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## ADMINISTRATOR DUTIES

Superintendent

In executing his or her duties, as provided elsewhere in these policies, the superintendent shall 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 the 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.

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## ADMINISTRATOR DUTIES

- 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;
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to 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 the 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.

### Building Principals and Other Administrators

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

Each attendance center shall 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, shall be 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 educational program offered in the attendance center, and the budget for the attendance center. The principal is considered the professional adviser to the superintendent in matters pertaining to the attendance center supervised by the principal. Other duties of the principal will 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 the 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 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 should 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;

ADMINISTRATOR DUTIES

- 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 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.

## ADMINISTRATOR EVALUATIONS

### Superintendent

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. In doing so, the board will evaluate the performance of the superintendent, providing feedback and direction related to demonstrated skills, abilities, competence, and continuing professional growth. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, to promote growth in effective administrative leadership, to clarify the superintendent's role, to clarify the immediate priorities of the board, and to develop a working relationship between the board and the superintendent. At a minimum, the board will formally evaluate the superintendent on an annual basis.

The evaluation will include an assessment of the superintendent's competence in meeting the Iowa Standards for School Administrators and goals of the superintendent's individual professional development plan and job targets. Iowa Standards for School Administrators specify that administrators, including the superintendent, are expected to perform as educational leaders who promote the success of all students by engaging in the following conduct:

- (1) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- (2) advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- (3) ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- (4) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- (5) acting with integrity, fairness, and in an ethical manner;
- (6) understanding the profile of the community and responding to and influencing the larger political, social, economic, legal, and cultural context.

The evaluation process will also include an opportunity for the superintendent to conduct a self-evaluation. This self-evaluation will occur prior to the superintendent reviewing and discussing the board's evaluation.

The evaluation process will also include an opportunity for the superintendent and the board to discuss the board's review, including the written criteria; the superintendent's self-evaluations; review feedback from staff, students, and parents as appropriate; analyze the performance of the superintendent over the past year; and finalize the professional growth plan and job targets established by the superintendent for the next year.

The evaluation instrument will be in writing, signed by both the superintendent and the board president, and filed in the superintendent's personnel file. It is the responsibility of the board president to ensure that the formal evaluation of the superintendent is concluded prior to May 15 annually.

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## ADMINISTRATOR EVALUATIONS

### Building Principals and Other Administrators

The superintendent will conduct an ongoing process of evaluating each administrator's skills, abilities, and competence. In doing so, the superintendent will evaluate the performance of each administrator, providing feedback and direction related to demonstrated skills, abilities, competence, and continuing professional growth. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, to ensure student learning goals of the school district are met, to promote growth in effective administrative leadership for the school district, to clarify the administrator's role as defined by the board and the superintendent, to ascertain areas in need of improvement, to clarify the immediate priorities of the responsibilities listed in the job description, and to develop a working relationship between the superintendent and the administrator. At a minimum, the superintendent will formally evaluate each administrator annually.

The superintendent is responsible for designing an administrator evaluation instrument. The formal evaluation shall include written criteria related to the job description. 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 will include an assessment of the administrator's competence in meeting the Iowa Standards for School Administrators and goals of the administrator's individual professional development plan and job targets. Iowa Standards for School Administrators specify that administrators, including the administrator, are expected to perform as educational leaders who promote the success of all students by engaging in the following conduct:

- (1) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- (2) advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- (3) ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- (4) collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- (5) acting with integrity, fairness, and in an ethical manner;
- (6) understanding the profile of the community and responding to and influencing the larger political, social, economic, legal, and cultural context.

The evaluation instrument will be in writing, signed by both the administrator and the superintendent, and filed in the administrator's personnel file. It is the responsibility of the superintendent to ensure that the formal evaluation of the administrator is concluded prior to May 15 annually.

ADMINISTRATIVE PROFESSIONAL DEVELOPMENT

Superintendent

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 will be 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 will bring it to the attention of the board president prior to attending the event.

The superintendent will report to the board about each event attended.

Building Principals and Other Administrators

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 will be 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 have received approval from the superintendent. In the case where overnight traveling 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 shall report to the superintendent after an event.

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ADMINISTRATORS' PARTICIPATION IN CIVIC ACTIVITIES

The board believes that administrators play a special role in the school district community. Administrators, including the superintendent, shall be involved in the school district community by belonging to community organizations and attending and participating in school district community activities.

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GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION



DEVELOPMENT AND ENFORCEMENT OF 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 may consult with the administrators or others likely to be affected by the regulations. Once the regulations are developed, school district personnel, 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 is the responsibility of the superintendent to enforce the administrative regulations.

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MONITORING OF ADMINISTRATIVE REGULATIONS

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.

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## ADMINISTRATOR CODE OF ETHICS

Administrators, as part of the educational leadership in the school district community, represent the views of the school district. Their actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, administrators 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, termination.

The professional school administrator:

- Makes the education and well-being of students the fundamental value of all decision making.
- Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Implements local, state, and national laws.
- Advises the school board and implements the board's policies and administrative rules and regulations.
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals, or that are not in the best interest of children.
- Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
- Accepts academic degrees or professional certification only from accredited institutions.
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- Accepts responsibility and accountability for one's own actions and behaviors.
- Commits to serving others above self.

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GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION

SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT

In the absence of the superintendent, it is the responsibility of the secondary principal to assume the superintendent's duties.

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 immediately assume the responsibilities of the superintendent. The successor will assume the superintendent's duties when the successor learns of the superintendent's absence or when assigned by the superintendent or the board.

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