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## **ADMINISTRATION - POLICY 2000**

### **Functional Principle of Administration**

Proper administration of the schools is vital to a successful educational program. The general purpose of the district’s administration will be to coordinate and supervise, under the board policies, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The board will rely on its chief executive officer, the district superintendent, to provide at the district level the professional administrative leadership demanded by such a far-reaching goal.

The district's administrative organization will be designed so that all divisions and departments are part of a single system guided by board policies as implemented through the superintendent. Principals are expected to administer their units in accordance with board policy and the superintendent's rules and regulations. However, mere execution of the directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, and wise leadership, as well as consideration and concern for staff members, students, parents, and others, are essential for effective administration.

The superintendent, principal, and all other administrators will have authority and responsibility necessary for his or her specific administrative assignment. Each will likewise be accountable for the effectiveness with which the administrative assignment is carried out. The board will be responsible for clearly specifying requirements and expectations of the superintendent, then holding the superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then, for holding each accountable by evaluating how well requirements and expectations have been met.

**Major goals of administration in the district will be:**

1. To manage the district's various resources effectively and efficiently.
2. To provide professional advice and counsel to the board and to advisory groups established by board action.
3. To manage so as to assure the best and most effective learning programs, through the achievement of such sub goals as:
  - a. Providing leadership in keeping abreast of current educational developments.
  - b. Arranging for the staff development necessary to the establishment and operation of learning programs that better meet learner needs.
  - c. Coordinating cooperative efforts as improvement of learning programs, facilities, equipment, and materials.
  - d. Providing access to the decision-making process for staff, students, parents, and others to offer for improvement.

Date of Adoption: June 10, 2024

**ADMINISTRATION – POLICY 2010**

**Election of Administrative Personnel**

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

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2100**

### **Superintendent of Schools**

The superintendent is held accountable to the board for all aspects of administering the school system under the policies adopted by the board.

Since division of labor is essential for managing a large organization, it is expected that the superintendent will delegate portions of the administrative tasks to principals and appropriate personnel. The responsibility for their performance is not considered a delegable function. By the same token, it is presumed that the responsibility for all activities within any building during school hours belongs to the designated head of that unit who is deemed accountable to the superintendent. Beyond this essential fixing of accountability, the board approves appropriately shared decision making within the school organization.

The board views the superintendent's position in the school system in a triple capacity: executive of the board, leader and officer accountable for all personnel of the system, and liaison between those personnel and the board. Because of extreme responsibility assigned to this officer under these statements, the selection of the proper person for the post is, second only to policy development, the most important task the board performs. Under these statements of belief, the superintendent is the only person in the system with whom the board normally needs to be directly involved in decisions regarding appointments of personnel. Because the board believes total responsibility for school system administration should rest with the superintendent, the board has the responsibility for developing a systematic means of evaluating effectiveness in implementing the objectives expressed in policies, just as the superintendent has a responsibility for evaluating the effectiveness of personnel accountable to the superintendent.

The board of education shall elect a superintendent of schools who will act as the chief executive of the school system. The superintendent shall answer directly to the board of education in all matters related to the operation of the school system.

The board is the legislative rather than the executive head of the school and the duly elected superintendent of schools should be given reasonable freedom in carrying out the board policies and should be held responsible for results.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2110**

### **Duties of the Superintendent of Schools**

The board shall delegate to the superintendent of schools the following duties and responsibilities:

## I. Responsibility and Authority for the Superintendent

- a. The superintendent is responsible to the board of education in all aspects of school management.
- b. As the chief administrator and executive officer of the board, the superintendent has authority over all school employees.

## II. Duties of the Superintendent

- a. Attends all board of education meetings.
- b. Prepares the agenda for all board meetings.
- c. Serves as the executive advisor/officer of the board.
- d. Is responsible for the administration of the complete school program, within the framework of board policies and state school laws.
- e. Define the duties of all positions and delegate necessary responsibility and authority for the efficient operation of the school, but remain responsible for the execution of such powers so delegated.
- f. Assists the board in decision making in relation to school operation and policy formulation.
- g. Recommends policy alterations and additions for the board's consideration.
- h. Adopts such measures as necessary to give force and effect to the board policies.
- i. Makes rules and regulations on routine matters not covered by board of education policies.
- j. Prepares preliminary budget for presentation to the board in July.
- k. Initiates requisitions for supplies, equipment and texts and presents to of education.
- l. Presents the board approved budget to the public at the annual meeting which is held in September in accordance Nebraska School Laws.
- m. Monitors all school district spending in order to assure proper fiscal management of school funds.
- n. Makes regular financial reports to the board and directs the proper accounting of all school funds.
- o. Serves as purchasing agent of the board and purchases supplies and equipment under the policies of the board.
- p. Signs all claims for state and federal reimbursements as board approved each year.
- q. Keeps all necessary records and completes reports as required by school law and as needed for the proper operation of the school.
- r. Supervises all repairs to the school buildings as authorized by the board.
- s. Is responsible for maintenance of school facilities and equipment.
- t. Assembles data, develops and recommends building programs and acts as educational advisor to the architects in the preparation of plans and specifications for new construction.
- u. Develops a school calendar and presents it to the board in May for the coming year.
- v. Determines if weather conditions are too adverse for the school to operate and acts accordingly.
- w. Serves as chief liaison between the board and the school staff.
- x. Recruits, interviews, and nominates new employees for termination any employee rendering unsatisfactory service.
- y. Supervises all professional and non-certified staff.
- z. Administer staff assignments, curriculum and related programs to assure accordance with the standards set forth for accreditation and approval of Nebraska schools.
- aa. Approves the appointment of faculty committees that may be required for implementation of educational policies and practices.
- bb. Keeps personnel records on each staff member.
- cc. Suspends employees when circumstances warren.
- dd. Assembles data to assist the board of education in negotiations for salaries.

- ee. Is a student of educational trends, theories, and practices; attends local and state conferences pertaining to official duties.
- ff. Keeps the board informed of serious disciplinary or other potentially significant problems.
- gg. Attends ESU #7 superintendents' meetings and conference executive council meetings.
- hh. Interprets the school program to the community and keeps the public informed concerning the condition and general operation of the schools.
- ii. Keeps the board informed of current school laws and significant changes in school law.
- jj. Works in cooperation with the board to devise and implement effective public relations strategies.
- kk. Keeps the board informed of serious disciplinary or other potentially significant problems.
- ll. Expresses an interest in school activities; attend some student activity events
- mm. Evaluates and updates job descriptions on an ongoing basis.
- nn. Provides the board with data on which to base specific school goals.
- oo. Evaluates the progress of the school toward specific school goals and philosophy.
- pp. Supervises principal; evaluates the principal in writing annually.
- qq. Is responsible for coordinating school transportation and bus driver physicals, documents, and drug testing per applicable laws and regulations.
- rr. The principals shall keep accurate records of textbooks, library books, movable equipment, including visual education equipment, athletic equipment, music equipment, uniforms, computers/typewriters, and the like. A complete inventory will be kept in the superintendent's office. The superintendent shall report to the board losses of equipment and supplies not consumed in the process of use.
- ss. Is authorized and directed to dispose of all obsolete furniture and equipment in the most favorable manner to the district, and in accordance with all laws, rules, and regulations pertaining to such disposition.

### III. Conditions of Superintendent's Employment

- a. A Nebraska Administrative and Supervisory Professional Certificate are required, endorsed for the superintendence.
- b. The superintendent must hold a six-year specialist's certificate in administration.
- c. The contract period is from July 1 to June 30, with terms approved by the board.
- d. The superintendent at the board's discretion, may contract for a period not to exceed three years.
- e. It is desirable for the superintendent, if at all possible, to live in the community.
- f. The superintendent must be in good health, and of good moral character.
- g. The superintendent must be a strong administrator and leader who understand education and its problems.
- h. He must be able to work effectively in Nebraska and provide educational leadership for the St. Edward Public School.
- i.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2200**

### **Principalship**

#### Responsibility and Authority of the Principal

- a. The principal is directly responsible to the superintendent for all aspects of the management of the school.
- b. The principal is a member of the administrative team as organized by the superintendent and shall be responsible for any general assignments as delegated by the superintendent.
- c. The principal is the direct supervisor of all professionally certified staff members in an assigned area.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2210**

### **Duties of the Principal**

#### I. Duties of the Principal

- a. Attends all meetings of the board of education.
- b. Is responsible for the administration of the educational and public relations program of the school system.
- c. Inspects the building regularly and reports care, maintenance, safety, and security needs to the superintendent.
- d. Maintains all necessary records and submit reports as required by school law and as necessary so as to insure the proper operation of the school.
- e. Implements board policy and administrative rules and regulations.
- f. Interprets district policies and administrative rules and regulations.
- g. Organizes and conducts staff meetings on a regular basis.
- h. Assists the superintendent in the review of professional applications for the purpose of filling vacancies in the professional staff.
- i. Makes recommendations to the superintendent as to the renewal of contracts or the release of professional employees from contract.
- j. Notifies the superintendent by February 1 of the unsatisfactory performance of any teacher.
- k. Formally evaluate each teacher according to board policy, submitting these evaluations to the superintendent for review.
- l. Develops, organizes, and carry out in-service training for the professional staff.
- m. Supervises all assigned professional staff members.
- n. Carries out the property and inventory programs for instructional materials, textbooks, and equipment.
- o. Secures certified substitutes for teachers who are absent.
- p. Works with the activities director in the development of a master calendar for all school activities.

- q. Represents the St. Edward Public Schools in relevant professional groups and organizations.
- r. Works with the counselor in developing a master schedule for the implementation of the educational program.
- s. Provides leadership in curriculum review and development.
- t. Participation in professional growth activities for improvement knowledge and skills through study, conference, and professional meetings.
- u. Evaluates the instructional program.
- v. Maintains a seven-year program cycle for the review and replacement of instructional texts.
- w. Strives to build and maintain relationships with support personnel who are characterized by a high degree of mutual support, open communication, and trust.
- x. Creates and maintains an open liaison between the community and the school.
- y. Reviews annually the Teacher Handbook and Student Handbook and revises as necessary.
- z. Supervises and directs the disciplinary and control aspects of the school in the building, on the school grounds, and at school events.
- aa. Maintains a relationship with students which are characterized by trust, open communication, and respect.
- bb. Conducts emergency evacuation drills as prescribed by Nebraska School Law or other state law.
- cc. Expresses an interest in school activities by attending activities or event, both as an assigned supervisory and an interested spectator.
- dd. Makes regular classroom visitations in the performance of supervisory responsibilities.
- ee. Administers staff assignments, curriculum and related programs in accordance with standards set forth for accreditation of Nebraska Schools.
- ff. Develops and distributes communications bulletins for staff and students on a daily basis.
- gg. Monitors and maintains student attendance records, taking action a necessary in upholding state law and board policy.
- hh. Makes decisions regarding the dismissal of students in cases of illness or for leaving the school grounds for any other reason
- ii. Assists the superintendent in the maintenance of job descriptions for all certified professional staff.
- jj. Suspends or recommends expulsion of students in compliance with State School Laws.

## II. Conditions of the Principal's Employment

- a. A Standard or Professional Nebraska Administrative and Supervisory Certificate with an endorsement in Secondary Administration are required.
- b. The principal must hold a Master's Degree in Educational Administrative.
- c. The principal must be in good health and of good moral character.
- d. The principal must be a strong administrator and leader. He must be able to work effectively in Nebraska and provide educational leadership for the St. Edward Public Schools.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2230**

### **Evaluation of Principals and Other Certificated Administrative Personnel**

#### **Evaluation of Superintendent's Position**

- j. The board of education will formally evaluate the superintendent in writing each year.
- k. For a first year Superintendent, the board of education will formally evaluate the Superintendent twice, prior to January 15 and prior to June 15 of the first year.
- l. Observations of performance and such other observations as the board of education or board committees may perform, whether formal or informal, along with all other information available to the board of education shall form the basis for evaluation. The evaluator must consider the Superintendent's complete job performance. The evaluation should be based upon board approved job description.
- m. The evaluation shall be prepared on a written document and shall be discussed with the Superintendent by the board of education. A copy shall be placed in the Superintendent's personnel file. The Superintendent shall have the right to place on file a written response to part or all of the evaluation and shall have a right to inspect or respond to any items in his/her personnel file.
- n. The evaluation shall include a rating of "meets district standards" or "does not meet district standards." One criterion marked "does not meet district standards" may be cause for dismissal or contract amendment. The Board of Education should offer to assist the Superintendent in overcoming deficiencies, provide suggestions for improvement and shall set time lines for correction of deficiencies.
- o. On an annual basis, the Board of Education will review the Superintendent's performance in the determination of continuation, cancellation, termination, or amendment of the Superintendent's contract based on the results of evaluation and all other information available to the Board of Education. If cancellation, termination or amendment is recommended, the procedure outlined in Board Policy and Sections 79-824 to 79-839, RSS, which is hereby adopted, shall be followed.

#### **Evaluation of Principal's Position**

- e. The superintendent will formally evaluate the permanent principal each year, providing the principal with a written copy of the evaluation.
- f. For a probationary Principal, the Superintendent will formally evaluate the Principal twice, once during each semester of the probationary period.
- g. Observations of Principal's performance and such other observations as the Superintendent may perform, whether formal or informal, along with all other information available to the Superintendent shall form the basis for evaluation. The evaluator must consider the principal's complete job performance.
- h. The evaluation shall be prepared on a written document and shall be discussed with the Principal by the evaluating Superintendent. A copy shall be placed in the Principal's personnel file. The Principal shall have the right to place on file a written response to part or all of the evaluation and shall have a right to inspect or respond to any items in his/her personnel file.
- i. The evaluation shall include a rating of "meets district standards" or "does not meet district standards." One criterion marked "does not meet district standards" may be cause for dismissal or contract amendment. The Superintendent should offer to assist the Principal in overcoming deficiencies, provide suggestions for improvement and shall set time lines for correction of deficiencies. The superintendent is delegated the power and is authorized to devise and approve



forms for the purpose of such evaluation. Such forms may be revised by the superintendent as necessary.

- j. On an annual basis, the superintendent shall recommend to the Board of Education the continuation, cancellation, termination, or amendment of the permanent or probationary Principal contract based on the results of evaluation and all other information available to the Superintendent. If cancellation, termination or amendment is recommended, the procedure outlined in Board Policy and Sections 79-824 to 79-839, RSS, which is hereby adopted, shall be followed.

**Evaluation of Activity Director’s Position**

- a. Not less than once annually, the superintendent will orally review the requirements of the position. Review of performance will be conducted orally. Deficiencies in performance, if noted, will be provided in writing with recommendations for improvement.

Date of Adoption: June 10, 2024

**ADMINISTRATION – POLICY REGULATION 2231**



## Standard I: Mission, Vision, & Goals

*Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.*

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e., administration, staff, students) and external stakeholders (i.e., parents, community) in the discussion of long-term plans and goals.						
I.e.,	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> <li>• District strategic plan/district goals</li> <li>• Plan for implementing, monitoring and reporting progress of strategic plan/district goals</li> <li>• School improvement plan (including updates/assessment of progress and modifications)</li> <li>• School improvement teams</li> <li>• Superintendent performance plan aligned with district priorities and indicators to measure progress and success</li> <li>• Student performance data</li> <li>• Engagement/communication plan</li> <li>• Meeting agendas/minutes</li> </ul>						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						

## Standard II: Policy

*Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District adopted policy review process/calendar</li> <li>• Progress/updates of the board's work with policy</li> <li>• Policy committee minutes</li> <li>• Curriculum review policy</li> <li>• Meeting agendas/minutes</li> </ul>						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

*\*Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

### **Standard III: Budget Planning & Management**

*Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.*

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
I.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
II.g.	Ensures the maintenance and upkeep of facilities.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> <li>• Budget strategic/district goals</li> <li>• Professional development plan</li> <li>• Monthly budget reports</li> <li>• Quarterly expenditure updates</li> <li>• District audit</li> <li>• Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.)</li> <li>• Five/Ten-year facility plan</li> <li>• Budget development calendar/board</li> <li>• Financial policies</li> <li>• Forecast financial data</li> </ul>						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						

## Standard IV: Educational Leadership

*Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.*

Please indicate what you feel is the most accurate descriptor to the following statements.  
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District strategic plan/district goals</li> <li>• School improvement plan (including assessment of progress and modifications)</li> <li>• School improvement teams</li> <li>• District calendar</li> <li>• Curriculum review cycle plan and updated policy for curriculum and assessment review</li> <li>• Curriculum review committee minutes</li> <li>• Student performance data and goals</li> <li>• Data to support instruction strategies and student-centered initiatives</li> <li>• Curriculum/programs additions/modifications</li> <li>• Instructional model</li> </ul>						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

*\*Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

## **Standard V: Organizational & Cultural Leadership**

*Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.*

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Conflict resolution process</li> <li>• Leadership development plan</li> <li>• Professional development plan</li> <li>• Crisis and safety plan</li> <li>• Executive summary of the safety audit</li> <li>• Hiring protocols and procedures</li> <li>• Evidence to validate engagement of parents/families</li> <li>• Diversity, equity and inclusion initiatives</li> <li>• Personnel policies</li> </ul>						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

## **Standard VI: Community Relations**

*Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.*

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Excellent      Good      Average      Fair      Poor      Unsure

VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> <li>• Community engagement summary/report</li> <li>• District partnerships and initiatives established to provide resources and support</li> <li>• Partnership support received through the district foundation, scholarships, grant monies, etc.</li> <li>• Inter-local agreements</li> <li>• District annual report</li> <li>• Communications designed by and distributed to generate support of the district</li> <li>• Membership and participation with civic, community and state organizations</li> <li>• Meeting invitations/agendas</li> </ul>						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

**Standard VII: Professional Leadership**

*The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.*

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Excellent      Good      Average      Fair      Poor      Unsure

VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	<p>Provide evidence to support your choices above.</p> <p>*Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Memberships</li> <li>• Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works)</li> <li>• Educational growth plan (professional goals and development)</li> <li>• Leadership team development plan</li> <li>• District staff professional development plan</li> </ul>						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

*\*Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*



## **Standard VIII: Board-Superintendent Relations**

*The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.*

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Superintendent performance plan/goals</li> <li>• Board committee minutes</li> <li>• Communication plan</li> <li>• Board development plan</li> <li>• Board policies</li> <li>• Meeting agendas/minutes</li> <li>• Retreat agendas/minutes</li> </ul>						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

### **Superintendent's Response:**

### **Superintendent Evaluation Summary**

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

\_\_\_\_\_  
(Signature of Superintendent)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Board President)

\_\_\_\_\_  
(Date)

Date of Adoption: June 10, 2024

## ADMINISTRATION POLICY REGULATION 2232

### Principal Evaluation Instrument

# || SUMMATIVE PRINCIPAL EVALUATION

District Name: St. Edward Public Schools

Date: Click Here to Enter Date

### ADMINISTRATOR INFORMATION

Principal Name: \_\_\_\_\_

Assignment: Secondary Principal

Evaluator: \_\_\_\_\_

School Year: 2023-2024

Date of Evaluation: Click Here to Enter Date

### Part I: Nebraska Effective Practices (see detailed Frameworks rubrics)

**EFFECTIVE PRACTICE: (1) Vision For Learning.** The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps.
<input type="checkbox"/> Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Basic	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Unsatisfactory	The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<b>Evaluator's Comments</b>	
Click here to enter text.	

<b>EFFECTIVE PRACTICE: (2) Continuous School Improvement.</b> The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness.
<input type="checkbox"/> Proficient	The principal leads a systematic continuous school Improvement process that consistently results In Improved student performance and school effectiveness.
<input type="checkbox"/> Basic	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.
<input type="checkbox"/> Unsatisfactory	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.
<b>Evaluator's Comments</b>	
Click here to enter text.	

<b>EFFECTIVE PRACTICE: (3) Instructional Leadership.</b> The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning.
<input type="checkbox"/> Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Basic	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<b>Evaluator's Comments</b>	
Click here to enter text.	

**EFFECTIVE PRACTICE: (4) Culture for Learning.** The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students
<input type="checkbox"/> Proficient	The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Basic	The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and emotional development of students. The school culture may be negative or non-productive.
<b>Evaluator's Comments</b>	
Click here to enter text.	

**EFFECTIVE PRACTICE: (5) Systems Management.** The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.
<input type="checkbox"/> Proficient	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.
<input type="checkbox"/> Basic	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.
<b>Evaluator's Comments</b>	
Click here to enter text.	

**EFFECTIVE PRACTICE: (6) Staff Leadership.** The principal uses effective personnel practices to select, develop, support, and lead high-quality teachers and non-teaching staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Proficient	The principal uses effective personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Basic	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively recruit, select, develop, and retain high-quality staff members; he/she does not use effective personnel practices.
<b>Evaluator's Comments</b>	
Click here to enter text.	

<b>EFFECTIVE PRACTICE: (7) Developing Relationships.</b> The Principal promotes and supports productive relationships with students, staff, families, and the community.	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school's vision and mission.
<input type="checkbox"/> Proficient	The principal promotes and supports productive relationships with students, staff, families, and the community that support the school's vision and mission.
<input type="checkbox"/> Basic	The principal attempts to promote and support productive relationships with students, staff, families, and the community, but these attempts maybe haphazard or less than fully effective. . As a result, relationships within the school and between the school and community are generally acceptable, but somewhat below the desired level of support for the school and its mission.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support for the school's vision and mission. As a result, relationships within the school and between the school and community are often negative.
<b>Evaluator's Comments</b>	
Click here to enter text.	

**EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy.** The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Proficient	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Basic	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
<input type="checkbox"/> Unsatisfactory	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.
<b>Evaluator's Comments</b>	
Click here to enter text.	

<b>Summary of Effective Practices</b>
<b>Areas of Strength</b>
Click here to enter text.
<b>Areas for Development</b>
Click here to enter text.

- Plan for Improvement attached (required for rating of "Basic" on any of the Effective Practices)
- Plan of Assistance attached (required for rating of "Unsatisfactory" on any of the Effective practices)

<b>Additional Comments</b>
Click here to enter text.

**Part II: Principal/Administrator Action Plans.** Combined rating. (Attach Action Plan templates)

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
<input type="checkbox"/> Proficient	Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
<input type="checkbox"/> Basic	Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
<input type="checkbox"/> Unsatisfactory	Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.
<b>Evaluator's Comments</b>	
Click here to enter text.	

- Plan for Improvement attached (required for rating of “Basic”)
- Plan for Assistance attached (required for rating of “Unsatisfactory”)

**Part III: Individual Professional Development Plan.** (Attach plan)

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.
<input type="checkbox"/> Proficient	The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Basic	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Unsatisfactory	The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the Plan has not led to a positive change in job performance.
<b>Evaluator's Comments</b>	
Click here to enter text.	



- Plan for Improvement attached (required for rating of “Basic”)
- Plan for Assistance attached (required for rating of “Unsatisfactory”)

<b>Part IV: Local District Standards (Optional)</b>		
<b>Local District Standards</b>	<b>Meets District Standards</b>	
Click here to enter text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Click here to enter text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Click here to enter text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Click here to enter text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<b>Overall Rating for Local District Standards Meets Districts Standards</b>	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Evaluator’ Comments</b>	
Click here to enter text.	

<b>Part V: Overall Rating</b>	
<b>Evaluator Rating</b>	<b>Description</b>
<input type="checkbox"/> Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.
<input type="checkbox"/> Basic	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below “Proficient.”
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.
<b>Evaluator’s Comments</b>	
Click here to enter text.	

<b>Evaluator Comments</b>
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**Areas of Strength**

Click here to enter text.

**Areas for Development**

Click here to enter text.

- Plan for Improvement attached (required for Overall rating of “Basic”)
- Plan for Assistance attached (required for Overall rating of “Unsatisfactory”)

**Additional Comments**

Click here to enter text.

**Evaluator Signature:**

\_\_\_\_\_

**Date:** \_\_\_\_\_**Principal/Administrator Signature:**

\_\_\_\_\_

**Date:** \_\_\_\_\_

*My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.*

**Part VI: Attachments (attach the following items)**

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Onsite Observation Summaries
4. Action Plans
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

**Part VII: Record of Evaluation Activities (Summative Year)**

Activity	Date	Principal/Administrator Signature	Evaluator Signature
Orientation			

Annual Self-Assessment Completed and Submitted (Optional)			
Individual Professional Development Plan Approval			
Action Plans Approval			
<b>Dates of Site Visits</b>			
1.			
2.			
3.			
4.			
5.			
<b>Dates of Observation Conferences</b>			
1.			
2.			
3.			
4.			
5.			
<b>Action Plan Review Conference</b>			
<b>Action Plan Summative Conference</b>			
<b>IPD Plan Review Conference</b>			
<b>IDP Plan Summative Conference</b>			
<b>Summative Evaluation Conference</b>			

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2300**

### **Activities Director**

#### **II. Responsibility and Authority of the Activity Director**

- a. The activity director is directly responsible to the principal in matters of scheduling. The activity director is responsible to the superintendent in the areas of contracts and financial management.
- b. The activity director is the direct supervisor of all coaches. No purchases of athletic equipment shall be made without the prior approval of the activity director.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2310**

### **Duties of the Activities Director**

#### **III. Duties of the Activity Director**

- a. Schedules all interscholastic athletic participation for St. Edward Junior and Senior High School. Seeks approval from the Superintendent prior to signing contracts.
- b. Issues, receives and maintains all contracts for interscholastic competition.
- c. Serves as the chairperson for the committee of coaches responsible for establishing rules and regulations for participation in all athletic teams and contests. These rules and regulations shall be submitted to the board of education for approval. Any revisions shall be subject to board approval.
- d. Authorizes the hiring of all officials for interscholastic contests. Issues contracts to said officials, and arranges for payment for said contracts.
- e. Enters dates for athletic contests on the school master calendar not less than two weeks prior to the date of participation. Postponement dates shall be accepted.
- f. Maintains copies or originals of all student athletic physicals as required by the State Activities.
- g. Prepares and maintains a football insurance list. Process injury reports and insurance claims for participate in all sports.
- h. Maintains all eligibility lists as required by the Nebraska School Activities Association.
- i. Submits entries, dues, nominations, and fees for all NSAA sanctioned athletic and non-athletic events.
- j. Maintains a check list for all necessary student forms, (parent permission, physicals, insurance, assumed risk, etc.)

- k. Makes all necessary preparations, with the help of the coaches, for all home contests (programs, admissions, field preparations, etc.)
- l. Prepares and sends team rosters.
- m. Assists the coaches in preparing press release and game results and sending them into the proper authorities (newspapers, TV, etc.)
- n. Prepares the preseason poster schedules and pocket schedules for printing and supervises placement and distribution.
- o. Maintains conference files to include all relevant conference data pertaining to athletic participation, requirements, and awards.
- p. Maintains inventory of all athletic equipment, uniforms, supplies, etc.

**IV. Activity Director’s Conditions of Employment**

- a. This position is a co-curriculum position and the salary is enumerated by percentage of base in the master contract between the SEEA and the board of education.

Date of Adoption: June 10, 2024

**ADMINISTRATION – POLICY 2400**

**Line of Command**

The board will determine the policies to guide the decision-making process governing all activities of the schools. In setting these policies, it will seek the advice and assistance of the faculty, staff, employees or organizations and other relevant persons through the superintendent of schools.

The superintendent is responsible to the board for the administration of the schools under applicable laws and policies of the board. In addition, the superintendent, in cooperation with the administrative staff, shall prepare in detail, where applicable, the rules and regulations for implementing the approved policies.

Each employee and pupil is responsible for following the approved policies and regulations until modified.

The board also requires the superintendent to organize the staff to secure clear understanding of the functions of each official and of the relationship between and among them; to establish clear lines of communication, both vertically and horizontally; and to establish the necessary councils, cabinets, and committees to provide for the efficient operation of the schools.

In the organization and administration of the schools, the superintendent shall balance responsibility with commensurate authority subject to the reserve and legal powers of the board. This means that a member of the staff when assigned a responsibility or a position shall be given the authority to make the decisions necessary to perform the tasks.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2410**

### Administrative Actions in Emergencies

In cases where emergency action must be taken within the school system and where the board has provided no guides for administrative action, the superintendent shall have the power to act, but his/her decisions shall be subject to review by action of the board at its regular meeting. It shall be the duty of the superintendent to inform the board promptly of such action and of the need for the policy.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2420**

### **Handbooks**

The administration is required by the board to prepare a student-parent handbook and faculty handbook each year.

The handbooks for students-parents and faculty are intended to convey information and explain school regulations and procedures that are necessary for the school to run smoothly and efficiently. Although the board of education may take action to approve the handbooks annually, the administration has the authority to change the contents of any handbook so long as the changes are consistent with board policy.

If any information contained in any handbook conflicts with board policy or state statute, the policy or statute will govern.

The student/parent handbook will be issued to the oldest student of each household on the first day of school. Students associated with more than one household will receive handbook for each parent of the respective household. New students will receive a student/parent handbook on the first day they register or attend school, regardless of the time of the school year.

Faculty will receive the Faculty handbook on the first workday of the new school year or first contract day for classified staff members.

Faculty, students, and parents will indicate they have received a copy of the respective handbooks by returning the signature page located towards the back page of the handbooks.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2430**

### **Professional Growth and Development**

The St. Edward Board of Education recognizes the need for continued professional growth on the part of the certificated employees. To meet the professional growth requirements of Nebraska Administrative Rules and local requirements, the following policy shall guide the professional growth for certificated employees under the supervision of the superintendent.

The purpose of staff development is to enable staff to continually improve competence, skills, knowledge and effectiveness as employees of the district and to effectively contribute to the achievement of the district’s educational objectives. Staff development is viewed as an important activity for all staff to engage in. The primary responsibility for ensuring that staff development needs are identified and activities provided lies with the school administration. Each teacher shall participate in at least ten (10) hours of staff development activities each school term.

The extent to which staff development activities can be supported will depend on how the activity fits into one of the following three categories:

- a. Essential – Staff development/training that is required by legislation, is a condition of employment, or is compulsory for a specific role or district activity;
- b. Encouraged – Explicitly linked to the achievement of agreed objectives for which resources will be prioritized;
- c. Personal – Staff development activities chosen by an individual which may take place during regular work time or outside work time, and may be fully or only partially funded by the district and would not necessarily form a priority on district resources.

The difference between staff development that is “encouraged” and that which is “personal preference” is clarified with the following factors taken into account:

- a. The relevance or value of the staff development activities which staff may wish to undertake;
- b. The amount of staff development that is reasonable for any one member of the staff to undertake in a given period;
- c. The options available within the district to cover staff duties during their absence from the classroom/district.

Generally speaking, the district will fund costs associated with approved staff development activities.

Date of Adoption: June 10, 2024

## **ADMINISTRATION – POLICY 2440**

### **Administrative Action in Absence of Policy**

The board of education has the responsibility to employ such persons as may be needed to conduct the business of the school district. Such employment requires the official action of the board of education.

The board of education recognizes that there is times when extraordinary conditions warrant that the superintendent of schools hire temporary personnel in advance of official action by the board of education in order to ensure the continuity of the district's functions and program.

Date of Adoption: June 10, 2024