Board Relations **EL-1**

With respect to maintaining a professional and responsible relationship with the Board, the Superintendent shall not fail to provide the Board with adequate and timely information and counsel so the Board can appropriately be knowledgeable in fulfilling their responsibilities. In order to meet this expectation without interruption, the Superintendent shall not fail to create an emergency as a backup in the event of sudden and unexpected loss of his/her services.

Accordingly, the Superintendent may not:

1. Fail to advise/report to the Board in a timely manner monitoring reports, changes in financial conditions, relevant trends, facts, information, and legal proceedings, anticipated significant media coverage, and changes in assumptions upon which Board policy has been established.

2. Fail to provide quality and adequately sufficient Board materials in advance of all regular and/or special Board meetings/workshops.

3. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board decisions.

4. Fail to work with the Board as a whole except when:
   a. Fulfilling individual requests for information as long as such requests do not require a material amount of staff time or resources or are not disruptive.
   b. Working with officers or committees duly charged by the Board.
   c. Communicating with the Chair.

5. Fail to supply for the consent agenda all items delegated to the Superintendent that are required by law or contract to be Board-approved, along with supporting data necessary to keep the Board informed.

6. Fail to provide notification to the Board when a staff member is placed on a formal plan of improvement for poor performance of their duties.

7. Fail to protect the Board in the event of sudden and unexpected loss of Superintendent services by providing at least one other executive staff member that is familiar with Board and Superintendent issues/processes and is capable of assuming Superintendent responsibilities on an emergency basis.

Adopted: TBD
Monitoring Method: Internal Report and Direct Inspection
Monitoring Frequency: Annually in January

Community Relations

EL-2

With respect to interactions with the community (parents, students, and the general public), the Superintendent shall not fail to ensure that all stakeholders are treated with respect and dignity at the district level, within each school and classroom.

Accordingly, the Superintendent may not:

1. Fail to build upon the positive image of the district.

2. Fail to take reasonable steps to communicate with stakeholders through regular communications (e.g. newsletters, website, email, etc.).

3. Fail to appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; nor fail to provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.

4. Fail to build positive relationships with the media as an important conduit of communication with the public.

5. Fail to build positive relationships with community businesses, service and community groups and other community groups involved in building a positive school community.

6. Fail to be visible and approachable as the CEO of the school district.

7. Fail to prepare annual school and district progress reports to the public which include the following items:
    a. Student achievement data and graduation rates, disaggregated by gender, and other categories, indicating student progress toward accomplishing the Board's Ends policies.
    b. Information about school and district strategies intended to address achievement problems and to accomplish the Board's Ends policies.
    c. Revenues, expenditures, and costs of major programs and elements of district and school operations.

Staff Relationships **EL-3**

With respect to interactions with interactions with district staff, the Superintendent shall not fail to ensure an organized, mission focused and empowering culture exists for all employees in the service of students.

Accordingly, the Superintendent may not:

1. Fail in having a long-term plan for the district that has gained the support of all stakeholders and is approved by the Board.

2. Fail to provide positive, mission focused professional development opportunities for all staff.

3. Fail to treat staff with respect, dignity and concern for their well-being.

4. Fail to handle personnel matters in a fair, appropriate and impartial manner.

5. Fail to appropriately and effectively delegate decision making to the appropriate level in a manner that empowers distributed decision-making.

6. Fail to recognize the good work that staff achieves on behalf of students.

7. Fail to recruit the best staff possible to achieve the mission of the district.

8. Fail to effectively manage employee union negotiations with minimal impact on district services to students.

9. Fail to implement a process for calendar development that allows stakeholder input.

Business and Finance **EL-4**

With respect to execution of the budget and the actual, ongoing condition of the district's financial health, the Superintendent shall not cause or allow a material deviation from the annual budget, cause or allow any fiscal condition that is inconsistent with achieving the Board's Ends, or places the long-term financial health of the district in jeopardy.

Accordingly, the Superintendent may not:

1. Fail to develop a budget that is targeted to achieve the Board's Ends policies and meets all Board Executive Limitations polices.

2. Expend more funds than anticipated to be received in the fiscal year unless authorized by the Board through utilization of available reserves or unless resources are made available through other legal means.

3. Fail to ensure that adequate fiscal controls and procedures are in place to meet appropriate financial safe guards and auditor requirements.

4. Fail to provide adequate and timely financial reports to the Board.

5. Fail to keep the Board informed of changes to the financial conditions that will impact the budget.

6. Fail to maintain school facilities and adequately plan for future facility needs to achieve the mission of the district.

7. Fail to pursue alternative funding in pursuit of the district's mission.

8. Fail to allocate resources where needed to achieve the Board's Ends policies and meet the expectations of the Board's Executive Limitation policies.

9. Fail to take reasonable and prudent actions to secure and protect district assets.

Educational Leadership **EL-5**

The Superintendent shall not fail to provide educational leadership for district staff required to achieve the Board's Ends Policies.

Accordingly, the Superintendent may not:

1. Fail to project a strong image of instructional leadership to all stakeholders.

2. Fail to demonstrate enthusiasm for the mission and the work of the district.

3. Fail to possess and use up-to-date educational knowledge in the course of their work.

4. Fail to maintain and enhance his/her own educational knowledge through continuous learning.

5. Fail to maintain and consistently communicate that students their achievement are the focus of district staff efforts.

6. Fail to research and utilize the best and most effective instructional practices as the foundation of their work as the top educational leader.

7. Fail to respond to the changing needs of students/parents in a positive and proactive manner.

8. Fail to ensure that a high quality curriculum is in place at all levels and that staff effectively use approved instructional materials to meet district, state and national standards that are approved by the Board.

9. Fail to provide appropriate professional development necessary for staff to use the approved instructional materials.

Staff Evaluations **EL-6**

With respect to evaluation of employees, the Superintendent shall not cause or allow an evaluation system that does not measure employee performance in terms of achieving the Board's Ends policies and complying with the Board's Executive Limitations policies.

Accordingly, the Superintendent may not:

1. Fail to develop and administer an evaluation system that is designed to:
   a. Improve instruction.
   b. Measure professional growth, development, and performance.
   c. Document unsatisfactory performance as well as distinguished performance.
   d. Assure that scheduled instructional time is used to students' maximum advantage.

2. Fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified and classified employee.

District/School Improvement Plans **EL-7**

The Superintendent shall not fail to produce an annual written District/School Improvement Plans (D/SIP) that articulate the strategies, expected outcomes and responsible personnel that are being initiated and monitored for achieving the mission of the district.

Accordingly, the Superintendent may not:

1. Fail to develop and disseminate a formal written plan showing the strategies

2. Fail to adequately monitor progress toward achievement of the district's mission.

Adopted: TBD
Monitoring Method: Internal Report
Monitoring Frequency: Annually in September

Student Safety, Attendance, Conduct and Discipline **EL-8**

The Superintendent shall not fail to establish a school environment that is safe, civil, supportive, conducive to effective teaching and learning, and free from unnecessary disruption.

Accordingly, the Superintendent may not:

1. Fail to have in place comprehensive school safety plans and hold regularly scheduled safety drills and trainings to prepare for anticipated situations.

2. Fail to develop an age-appropriate student attendance plan and regularly monitor attendance patterns in order to maintain high student attendance rates.

3. Fail to adopt an age-appropriate, written, student conduct and discipline code that complies with state and federal laws, nor fail to:
   a. Consult with staff, students, and the community in developing the code.
   b. Establish procedures to prohibit the use of drugs, alcohol, or tobacco products on school property, at school-sponsored events, and on school buses.
   c. Establish procedures to prohibit the presence of firearms or other dangerous weapons on school property, at school-sponsored events, and on school buses.
   d. Establish an appropriate dress code that is enforced.
   e. Establish procedures to afford students, parents, and school personnel equitable treatment and due process with regard to student conduct and discipline issues.
   f. Establish procedures for student interrogations, searches, and arrests.
   g. Establish procedures for written appeal to the Board from a decision to expel, suspend, or deny admission to a student.
   h. Distribute the conduct and discipline code to each student.
   i. Distribute to each student copies of any significant changes in the code, to include changes at the school level.

4. Fail to ensure that the code is enforced, nor fail to:
   a. Take appropriate measures to eliminate student behavior that is deemed to be habitually disruptive of school operations or the learning process.
   b. Identify students at risk of failure due to their conduct, and to provide for support services which may help them avoid such failure.
   c. Discipline a special education student in accordance with the student's IEP.
   d. Ensure that appropriate disciplinary information is communicated to staff members who have direct contact with the student being disciplined.

Adopted: TBD
Monitoring Method: Internal Report
Monitoring Frequency: Annually in February

Student, Parent and Staff Feedback **EL-9**

With respect to staying connected with stakeholders, the Superintendent shall not fail to ensure that students, parents and staff have ample opportunities to provide feedback.

Accordingly, the Superintendent may not:

1. Fail to regularly survey student perspectives about the quality of their learning experiences.

2. Fail to regularly survey parent perspectives on the learning experiences of their student(s).

3. Fail to regularly survey staff perspectives on the support they receive to create high quality learning environments for students.

Adopted: TBD
Monitoring Method: Internal Report
Monitoring Frequency: Annually in March