

ADMINISTRATIVE HANDBOOK

Board Approved: June 12, 2025



Quality leadership throughout the Tri-Creek School Corporation is essential to fulfilling our district vision and mission by means of our established guiding principles. This administrative handbook serves as a *reference guide* for information and expectations of those under an administrative contract with the Tri-Creek School Corporation.

TABLE OF CONTENTS

MISSION, VISION, GUIDING PRINCIPLES	3
INTERPERSONAL RELATIONSHIP SKILLS	4
• Emotional Intelligence, Professional Respect, Teamwork	4
• Making Decisions, Consensus, Personality Types, and Social & Emotional Learning	5
ADMINISTRATIVE MEETINGS	6
SYSTEMS FOR ORGANIZATION	7
COMPLAINTS AND GRIEVANCES	7
ORGANIZATIONAL CHART	7
BOARD POLICY & ADMINISTRATIVE GUIDELINES	8
SCHOOL SAFETY	8
HIRING AND ONBOARDING	8
BUILDINGS AND GROUNDS	9
STAFF RECOGNITION	9
WORK DAYS, PAID TIME OFF, & LEAVES	9
• Personal Illness	9
• Family Illness, Vacation Days/Holidays, Personal Business, Bereavement, Professional Leave	10
<i>LONG-TERM LEAVES</i>	10
• Personal Illness Leave, Parental Leave, Graduate Studies Leave, Military Leave	10
Superintendent Exceptions	11
ATTENDANCE EXPECTATIONS	12
• Vacation Day / Non-Contractual Days	12
HOURS	12
• Building-Level Shifts	12
• District Office Shifts	12
• Summer Hours	12
ATTENDANCE PROCEDURES FOR ADMINISTRATORS	13
DRESS CODE	13
EVALUATION OF ADMINISTRATORS	14
DRUG POLICY	14
COMPUTERS, NETWORKS, THE INTERNET, AND RESPONSIBLE USE	14
• Websites	14
FRINGE BENEFITS	14
• Health Insurance Plan	14
• Dental Insurance Plan	14
• Vision Insurance Plan	14
• Term Life Insurance	15
• Disability Insurance	15
• Liability Insurance	15
• Section 125 of the Internal Revenue Code	15
• Teachers Retirement Fund	15
• Public Employees Retirement Fund	15
• Annuity	15
• VEBA or Additional Annuity Contribution	15
• Workers' Compensation Insurance	16
• Professional Conferences	16
• Professional Dues	16
• Mileage Reimbursement	16
• Additional Education	16
• Services for Educational Foundations	16
TAX-SHELTERED ANNUITY	17
ETHICS IN BUSINESS	17
NON-DISCRIMINATION POLICY	17

VISION

The Tri-Creek School Corporation of students, staff, and community endeavors to be a **recognized leader for high achievement and exceptional growth. Innovative and equitable approaches** build upon **strong community pride** that enables all students to be engaged in **well-rounded educational programs** to prepare for future successes.

MISSION

Tri-Creek School Corporation commits to **engage** all in relevant learning experiences, **equip** them with meaningful knowledge and skills, and **empower** them with the confidence to thrive.

GUIDING PRINCIPLES

Safe, Positive Environment <i>Promotes Productive Relationships, Engagement, and Achievements</i> • Prioritize school safety • Encourage risk-taking • Advocate for self and others • Cultivate relationships within the community • Invest in relationships amongst staff-students, staff-parents, staff-staff, students-students • Promote and celebrate positive behaviors and choices • Provide proactive and timely communication • Provide social and emotional support • Celebrate diversity	Shared Responsibility <i>Requires Investment and Ownership by All</i> • Facilitate collaborative input with all levels of stakeholders • Listen to learn; seek to understand • Embrace challenges • Be informed by facts and consider all options • Commit to responsible use of resources • Act with integrity • Be transparent • Maintain a team mindset and approach
Continuous Improvement <i>Builds Capacity and Growth for All</i> • Provide and support leadership opportunities • Conduct consistent and timely evaluation of programs • Think creatively and explore new options in our practices • Create and monitor aligned systems across the district • Agree upon outcomes for learning opportunities • Retain and recruit highly qualified staff • Recognize and celebrate achievements • Seize teachable moments • Embrace shared goals (academic, behavioral, etc.) at the district and building levels • Leverage strengths and seek opportunities for improvement • Be adaptive and dynamic to meet evolving needs • Engage in reflection, support self-improvement, and be receptive to feedback	Focus on Solutions <i>Overcomes Challenges Through Critical and Creative Thinking</i> • Communicate effectively • Embrace innovation • Promote and seek opportunities for collaboration • Make informed decisions based on data and evidence • Connect decision-making to Guiding Principles • Leverage professional learning communities • Commit to high standards and expectations • Pursue positive conflict resolution • Value research and best practices • Maintain a growth mindset • Respect different perspectives

INTERPERSONAL RELATIONSHIP SKILLS

The district's guiding principles are the behaviors and ways of thinking that guide day-to-day operations for students, staff, parents, board members, and community members. Authentic demonstration of these fundamentals will help to promote productivity, excellence, and harmony for all in the organization. All administrators are expected to internalize the vision, mission, and guiding principles—serving as the bedrock for how we approach the challenging work of leadership. When leaders take this approach, others will follow in a manner that will enhance our school district.

Every administrator should demonstrate the interpersonal relationship skills that foster being proactive, resolve issues with integrity, and move forward the goals and initiatives of the district.

Emotional Intelligence is needed among school leaders. Emotional intelligence is built by:

1. Recognizing the power of interpersonal skills.
2. Building empathy by identifying individual needs.
3. Motivating adults and students through an 'inquiry stance.'
4. Building self-awareness through a culture of feedback.
5. Starting with self-management.

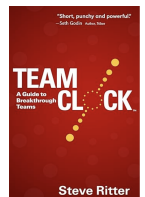
(Source: Education Week * November 15, 2023 * *EMOTIONAL INTELLIGENCE: A GUIDE FOR SCHOOL AND DISTRICT LEADERS*)

Professional Respect. The relationship between the administration and all stakeholders must be one of cooperation, understanding, and mutual respect. Administrators have a responsibility to provide a professional atmosphere conducive to carrying out the work of the district and to motivate employees to perform to their fullest potential. Although it is desired that administrators have a sincere interest in staff as individuals, partiality and the appearance of impropriety need to be avoided. Administrators are expected to use good judgment in their relationships with staff both inside and outside of the school context. Please see the Tri-Creek School Corporation Policy Manual for further guidance.



Teamwork. John Maxwell is attributed to the saying, "Teamwork makes the dreamwork." Essentially, it means effective teamwork achieves much more than any one individual. Refer to the definition of team. Interdependence requires good use of interpersonal relationship skills.

Interpersonal relationship skills also determine what "time" it is on the quadrants of Team Clock, authored by Steve Ritter (2009), which consists of Investing, Trust, Innovation, and Distancing. It is important to always be a team player, build each other up, and give credit where credit is due.



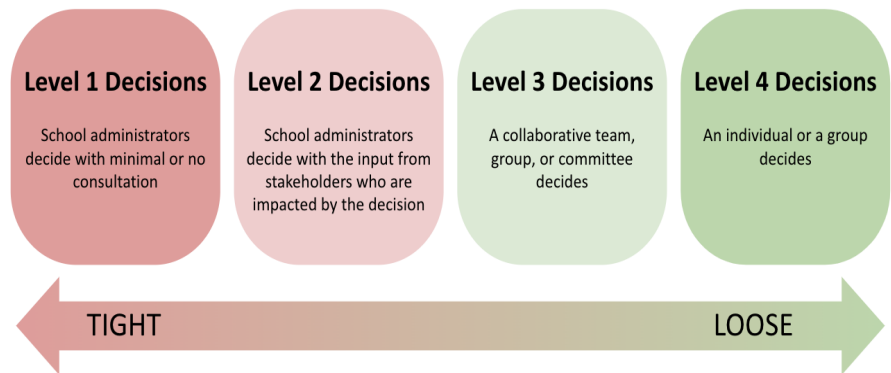
Teams come in many forms, such as parent-school, student-student, and administration-staff. Even on teams, any time humans are involved, there will be conflict. Dealing with issues and complaints is part of the administrative role. The tenets of Customer Service With a Smile can be applied to just about any situation to result in an amicable resolution. Consider using these strategies when confronted with situations needing conflict resolution.

Making Decisions. Climate and culture are directly impacted by the decisions leaders make and the processes used to make decisions.

Leadership in Tri-Creek Schools requires a strong skill set of ability to sort through issues that are not clear cut. No matter the decision to be made, context is essential, and critical thinking is a must. Knowing when to use the right level of decision making will be evident in the climate and culture of your building or department.

(Source: SolutionTree.com)

Levels of Decision Making



Consensus is not the same as a vote. Interpersonal skills and leadership ability will determine when and how consensus will be reached. The guiding principles, when practiced correctly, are sure to get a consensus for decisions.



“Consensus is reached when all stakeholders have had a say and the will of the group has emerged and is evident, even to those who disagree.”

- DuFour, DuFour, Eaker, & Many, Learning by Doing, 2010

SolutionTree.com

 **Solution Tree**

Personality Types. Be in tune with people’s personalities. Tri-Creek uses Compass Points as the system to quickly identify one’s “internal wiring,” so to speak.

Social and Emotional Learning. The Consortium for Academic, Social, and Emotional Learning (CASEL) has five standards, and they are not just for students, but rather, for everyone. Using the CASEL 5 of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making in your practice is key.



ADMINISTRATIVE MEETINGS

All administrators are expected to be active participants in meetings. This entails contributing to a collaborative agenda, taking turns in recording meeting minutes, making notes of actions to be taken, being a good listener, contributing to conversation by reinforcing a point of view, offering a different perspective, or offering insight or feedback. These conversations facilitate creating an inventory of factors and making good decisions.

Administrators must practice discretion in knowing what is confidential information versus information that is appropriate to share. When information is not necessarily confidential, knowing the appropriateness of who will share, what to share, when to share, and how to share is critical. Transparency and honesty are fundamental. The comprehensive delivery of information to others is sometimes strategic to minimize miscommunication, misunderstandings, and to be respectful of the persons who need the information prior to others.

District-level Administrative Team Meetings

<i>Central Office Leadership Team (CLT)</i> The central office leadership team consists of: ● Superintendent ● Executive Director of Business Services ○ Director of Buildings and Grounds ○ Director of Human Resources ○ Director of Transportation ● Director of Technology ● Director of Curriculum, Instruction, and Assessment CLT members are expected to provide progress reports of currently active initiatives and goals and not to rely on the superintendent to place items on the agenda.	<i>Cabinet (CAB)</i> The superintendent's cabinet consists of: ● Superintendent ● Executive Director of Business Services ● Director of Technology ● Director of Curriculum, Instruction, and Assessment Cabinet members help to serve as advisors to the superintendent. Confidence is at the highest degree when discussing sensitive and confidential information. As with all leadership teams, honesty and forthcoming perspectives in a safe, positive environment help the superintendent to be an effective chief executive officer of the corporation.
<i>Instructional Leadership Team (ILT)</i> The instructional leadership team consists of: ● Superintendent ● Director of Curriculum, Instruction, and Assessment ● Principals ● Assistant Principals ● Director of Special Education Subgroups: ● Grade-band specific building administrators Members of the instructional leadership team must view themselves as instructional leaders and support the established academic goals, initiatives, and direction of the district.	<i>District-wide Leadership Team (DLT)</i> The district-wide leadership team consists of: ● Superintendent ○ Director of Special Education ● Executive Director of Business Services ○ Director of Buildings and Grounds ○ Director of Human Resources ○ Director of Transportation and Logistics ● Director of Technology ● Director of Curriculum, Instruction, and Assessment ○ Principals ○ Assistant Principals ● High School Athletic Director Regular, ongoing collaboration and communication among all members of DLT will assist in maintaining alignment in our efforts to carry out the school district's Strategic Plan.

SYSTEMS FOR ORGANIZATION

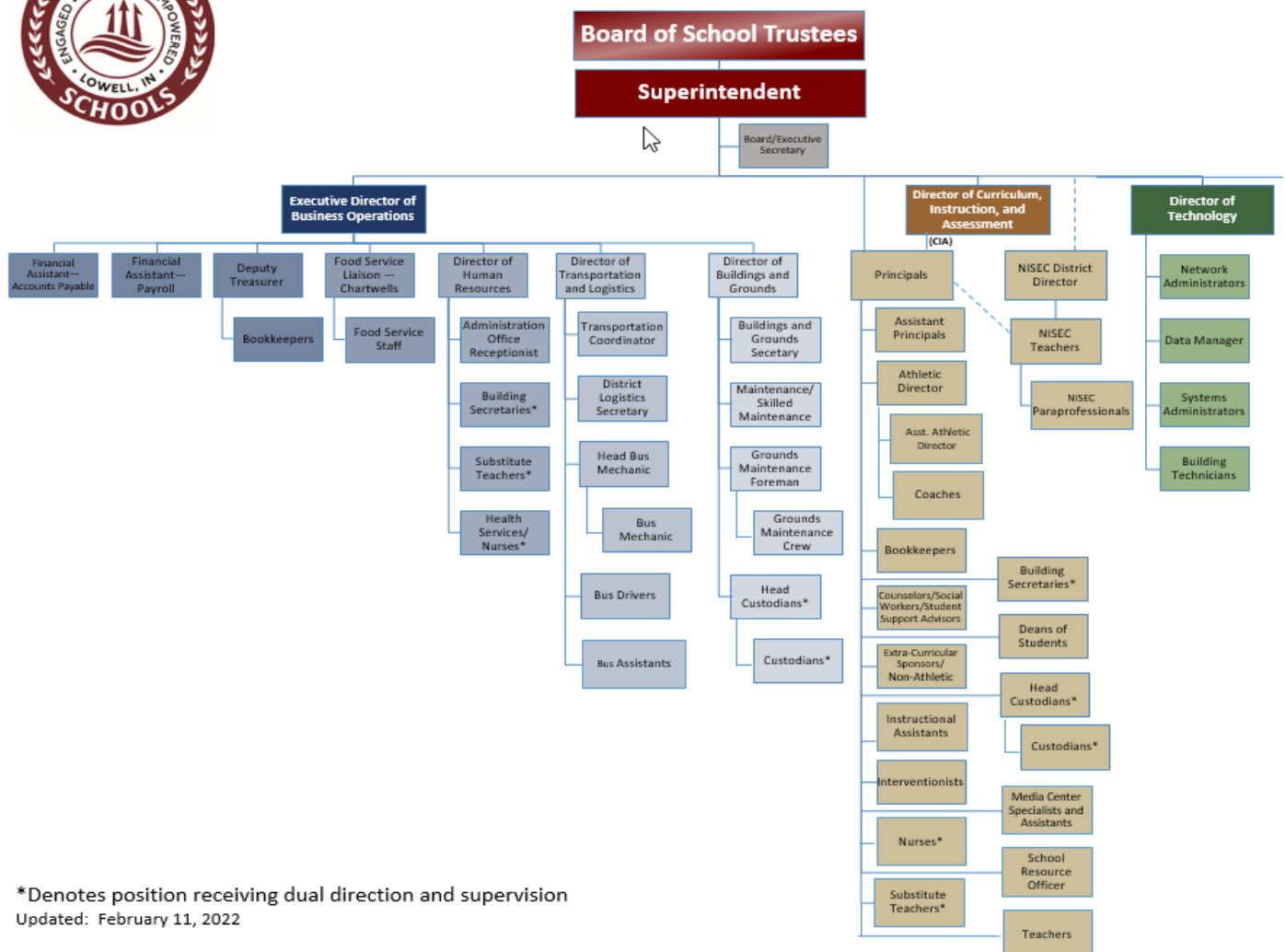
Administrators shall share professional Google calendars and cell phone contact information with each other. Google Meeting Planners, Google Chats, email distribution lists, and shared Google Drives are the systems used for being organized, sharing, and accessing materials and information.

COMPLAINTS AND GRIEVANCES

Issues and concerns should be addressed at the lowest level possible according to the Organizational Chart. Unresolved issues should follow the next level of protocol until reaching the level of superintendent. Once at the superintendent level, neither the board as a whole nor any individual member will entertain or consider communications or complaints from staff, parents, or patrons until they have first been referred to the superintendent. Only in those cases where satisfactory adjustment cannot be made by the superintendent shall communications and complaints be referred to the board through the superintendent.



ORGANIZATIONAL CHART



BOARD POLICY AND ADMINISTRATIVE GUIDELINES

All administrators must regularly reference board policy and administrative guidelines. Board policy is easily accessed on the school district's webpage via BoardDocs. Administrative guidelines are accessed via the DLT Shared Drive under the folder Administrative Guidelines.

SCHOOL SAFETY

Administrators are responsible for ensuring that all members of the team under their supervision know and understand our district's safety procedures. The safety and security designee will lead the implementation of systems, training, and guidance. Tabletop exercises are a great way to keep safety on the forefront of minds. Work closely with the superintendent's designee regarding safety concerns.

Armed Intruder. The Tri-Creek protocol for armed intruder situations is the Three Outs: Get Out, Lock Out, Take Out.

Communications. All administrators should have the cell phone numbers of each member on DLT and also subscribe to any established app used for safety communications. Those who are issued corporation radios need to be well-versed in the operations of the devices. Building-level administrators and the director of transportation must know how to send out mass email and call notifications to stakeholders for their particular building or department.

Drills and Training. Be aware of any mandatory drills, such as fire, tornado, shelter in place, earthquake, and bus evacuation, that are under your supervision. Also, be aware of any mandatory training that exists, such as in the areas of athletics, health offices, and from human resources. Be sure that all who need training are trained and the necessary documentation is processed for both drills and mandated training by the required deadlines.

HIRING AND ONBOARDING

Quality hiring is of the highest importance. Concerted effort to recruit qualified candidates, establishing a thorough search, and thoroughly reviewing all application materials is fundamental to setting up interviews. Take time to read all materials and find out all information prior to interviews.

Hiring is a Level 2 Decision. Bringing in other current staff to develop quality questions, sit in on the interviews, ask questions, and provide feedback will assist in making the best hiring decisions. Be sure to let those joining you know that you value their role in the interview process, but, at the end of the day, the decision will be yours regarding the recommended candidate for hire. It is always good to truly listen to the people on the team with an open mind. Choose your team wisely.

Current immediate supervisors of any recommended candidate must be contacted, whether or not they are on the reference list. Be sure the applicant has acknowledged the waiver in the application materials pertaining to contacting current and previous employers.

Once candidates are hired, those under your supervision must ensure the proper onboarding of new employees. This includes proper introductions, completion of required training, knowledge of safety protocols, understanding of handbooks, policies, guidelines, and processes for their assignments, and being equipped with the necessary technology, access codes, key cards, and materials. Follow up and regular check-ins for the first 90 days of employment are highly recommended.

BUILDINGS AND GROUNDS

All administrators must work in tandem with the director of buildings and grounds to report issues that need to be fixed or repaired, to plan ahead on maintenance and replacement, as well as to communicate needs. Strong community pride in our schools is elevated when our facilities are well maintained and aesthetically pleasing. This pride is exhibited by students, staff, and all stakeholders.

STAFF RECOGNITION

Continual improvement lends itself to focus on areas of growth. High-performing organizations do well to identify systems flaws or needs while celebrating what is going well. Tri-Creek Schools has many dedicated, quality employees who not only do their jobs well, but also go above and beyond. Be sure to make a purposeful effort to genuinely and authentically recognize the people deserving of celebration.

WORK DAYS, PAID TIME OFF, AND LEAVES

Administrators are contracted to work a specific number of days per their individual contracts. The table below indicates an overview of work days and paid time off.

POSITION	WORK	PERSONAL ILLNESS	FAMILY ILLNESS	VACATION	PERSONAL BUSINESS	BEREAVE (PER OCCURRENCE)
High School Principal	260	13	3	20	3	5
High School Assistant Principal	220	13	3	N/A	3	5
High School Athletic Director	260	13	3	20	3	5
High School Assistant Athletic Director	205	13	3	N/A	3	5
Intermediate / Middle School Principal	220	13	3	N/A	3	5
Intermediate School Associate Principal	215	13	3	N/A	3	5
Middle School Associate Principal	220	13	3	N/A	3	5
Elementary Principal	215	13	3	N/A	3	5
Director of Curriculum, Instruction, and Assessment	260	13	3	20	3	5
Director of Technology	260	13	3	20	3	5
Executive Director of Business Services	260	13	3	20	3	5
Superintendent	260	10	4	20	5	5

Personal Illness

Administrators will receive thirteen (13) sick leave days per year added to their accumulation each July 1. The cap on sick leave accumulation shall be two hundred eighty-five (285) days.

Family Illness

1. Administrators are allotted three (3) family illness days per year. If any family illness days remain at the end of the contract year, the administrator may keep one of the unused days to accumulate not more than four (4) family illness days in any year.
2. Administrators may request to convert up to ten (10) days of accumulated sick days to family illness days by sending a written request to the superintendent. The administrator may request to convert an additional ten (10) sick days to family illness days as needed. All vacation, family illness, and personal business days must be exhausted or scheduled before the conversion of sick days will be considered.

Vacation Days/Holidays

260-day administrators receive twenty (20) paid vacation days per year plus the following paid holidays: Labor Day, Thanksgiving and the day after, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Good Friday, Memorial Day, and the Fourth of July.

Administrators are paid their daily rate for vacation and holidays listed above. Vacation days may be used within an eighteen-month period beginning July 1 and ending eighteen months later on December 31. Any vacation days from the prior contracted year will be lost on December 31. The superintendent has the discretion to extend the ending date in unique situations. The administrator must apply in writing for this extension by December 1 to be considered for this extension.

Personal Business

Administrators will be afforded three (3) days of absence per contract year for personal business. Any unused personal business days will be transferred to accumulated sick leave or one (1) unused day may be moved into personal business at the start of the new school year, thereby starting the new year with four (4) personal business days.

Bereavement

In case of a death in the immediate family, an administrator shall be allowed five (5) business days with full pay for each occurrence. A one (1) day leave may be granted for funerals of other than members of the immediate family. The superintendent, depending upon travel and circumstances, may grant additional leave without pay.

Professional Leave Days

Building-level administrators must provide written requests to the superintendent, in advance, to receive approval for professional leave. The administrator may request reimbursement for travel, food (limited by board policy), lodging, and registration fees. Upon approval, administrators shall log professional leave in *Attendance on Demand*, serving as the final superintendent/principal approval as well as for tracking via the business office.

Long-Term Leaves

General Leave Provisions

The superintendent has the discretion, upon the presentation of good and sufficient reason, to recommend a leave of absence for any professional employee.

All requests for long-term leaves and extensions of such leaves will be made to the superintendent in writing as soon as possible, and disposition shall be made in writing. Any request for leave by the superintendent must be made directly to the board.

An administrator on leave shall inform the superintendent in writing, not later than March 1 of the year on leave, of intent whether or not to return for the following school year. If the administrator on leave fails to notify the superintendent by March 1, the board shall, by registered or certified mail, request of the administrator that such notice be given. If the board's letter is returned marked "no forwarding address" or if the administrator fails to give such notice by April 1, the administrator shall be considered to have resigned, and the position shall be deemed as open.

Upon return from a leave, an administrator will be assigned to the same position if available, or, if not, to a substantially equivalent position, provided there is no impact by a reduction in force.

An administrator may continue insurance coverage while on a leave of absence by informing the business department in writing of the desire to do so and by forwarding the premiums for such insurance to the business department. All benefits to which an administrator was entitled at the time a leave of absence commenced, including unused sick leave, will be restored upon return.

Personal Illness Leave

Any administrator whose personal illness extends beyond the period compensated by accrued personal illness days must exhaust all other available benefit days before initiating the following:

1. Transfer up to 30 days of remaining accumulated leave from previous employer(s) to Tri-Creek, pending approval.
2. Petition the school board to borrow up to 30 days. Days borrowed from the school board must be paid back from future benefit day allotments of at least three (3) per year until fully repaid.

Parental Leave

Parental leave is provided under the Family Illness Leave Bank provision. Requests will be processed pursuant to the Family and Medical Leave Act.

Graduate Studies Leave

Administrators may be granted a leave of absence without pay to pursue graduate and/or post-graduate studies. Application should be made in writing to the superintendent who shall make a recommendation to the board for action.

Military Leave

Military leave will be granted to any administrator who is inducted or enlists in any branch of the armed forces of the United States. Upon return from such leave, an administrator will be placed on the salary schedule at the level that would have been achieved if the administrator had remained actively employed in the system during the period of absence up to a maximum of four (4) years. The administrator shall have up to sixty (60) days after release from active duty and otherwise consistent with the Uniform Services Employment and Reemployment Act (USERA) to notify the board of intention to return to the system.

Superintendent Exceptions

The superintendent may be eligible for provisions above and beyond those listed above as outlined in the superintendent's contract. If/when any information contained in the Administrative Handbook contradicts information contained in the superintendent's official contract, the official contract prevails.

ATTENDANCE EXPECTATIONS

Administrators, with the exception of district office administration, are expected to be in attendance and work on all days when students and/or teachers are present according to the academic calendar. The allotted amount of paid time off for personal illness, family illness, personal business, and bereavement may be used at any time with approval via the district-established processes. Building-level administration must ensure availability for any meetings established by the building principal or district-level administration for days outside the academic calendar, unless approved in advance by the immediate supervisor.

Given the degree of separation from daily operations for district office administrators, use of vacation time during the established academic calendar is discretionary as long as the business of the district is not unduly interrupted.

Vacation Days / Non-Contractual Days

Non-contractual days are days when administrators on a contract less than 260 days utilize non-paid time off. For example, when not working on a day when there is no expectation to be present, such as a holiday or on a day in the summer, the day is logged as a non-contractual day.

Vacation days are a paid-time-off benefit and afforded to administrators with a 260-day contract. All administrators with a 260-day contract, excluding district office administration, must petition to the superintendent, in advance, for approval of vacation day use during the established academic calendar.

HOURS

The *minimum* workday for Tri-Creek School Corporation administrators is an eight-hour day.

Building-Level Shifts

At *least* one building-level administrator should be on duty *at least* fifteen (15) minutes before and fifteen (15) minutes after the teachers' work day.

It is expected that all school offices will be open to greet visitors for at least thirty (30) minutes prior to student arrival and thirty (30) minutes following student dismissal, with telephones answered by a staff member. Principals have the authority to stagger the hours of administrators or secretaries to ensure that the offices can be manned during this period.

District Office Shifts

As a guide, district office administrators work from 7:30 a.m. to 4:00 p.m., 8:00 a.m. to 4:30 p.m., or 8:30 a.m. to 5:00 p.m.

Summer Hours

Each year, the business office will advertise the start and end dates for summer hours during June, July, and August. Administrators will work a ten-hour, four-day work week valued as follows: One ten-hour day = 1.25 contract days; four ten-hour days = five contract days ($4 \times 1.25 = 5$ contract days).

Any paid time off taken during summer hours is based on the *actual number of hours*. For example, a vacation day during the summer hours is equivalent to 10 hours, equating to 1.25 days of paid vacation.

The summer work day is a 10-hour shift, typically from 7:00 a.m. to 5:00 p.m. Any individual modifications to the schedule must ensure a 40-hour work week or utilize time-off provisions.

ATTENDANCE PROCEDURES FOR ADMINISTRATORS

Administrators set the example for the rest of the staff and the students in the Tri-Creek School Corporation. The effective administrator practices regular attendance, promptness, and keeps secretaries and appropriate administrative colleagues informed of whereabouts.

All administrators shall inform their immediate supervisors via text or email upon realizing the need for an unplanned absence. All absences should be recorded using the established online systems no later than the end of the day of each absence. Persons who miss the deadline of logging absences by the end of the day must contact the business office to facilitate logging of the entry.

In school buildings that have more than one administrator assigned, the absence of an administrator for school business outside of the district shall be limited to one administrator, unless the superintendent approves more than one administrator from a building to be conducting business outside the district.

DRESS CODE

Attire reflects the degree of professionalism of both the administrator as well as the image of the school district. Depending on the type of school business and context of an event, please adhere to the following guide when planning what to wear.

PROFESSIONAL	SEMI-PROFESSIONAL	CASUAL
When: - Monday-Thursday during academic calendar days - Out-of-district conferences, workshops, and meetings - Local community meetings, according to event attire What: - Suit / Dress Suit / Dress - Skirt w/nice blouse - Button-down dress shirt / dress slacks - Tie <u>or</u> sportcoat; or both - Dress socks / leggings (if/when appropriate) - Dress shoes - Belt (if applicable) - Well-groomed	When: - Monday-Thursday during academic calendar days - Out-of-district conferences, workshops, and meetings - Local community meetings, according to event attire What: - Slacks with collared shirt / blouse - Dress socks (if applicable) - Belt (if applicable) - Dress shoes or semi-dress shoes - Well-groomed	When: - Fridays during academic calendar; 1/2 days or days prior to break; early release days - Days with snow and/or ice - Non-academic calendar days when offices are open - Out-of-district conferences, workshops, and meetings when attire is the norm - Local community meeting, according to event attire What: - Jeans/casual pants with spirit wear - Tennis / casual shoes / boots - Belt (if applicable) - Well-groomed ----- When: - When offices are not open to the public. What: - Any publicly-acceptable attire ----- When: - Designated spirit days What: - Attire in alignment of spirit day

EVALUATION OF ADMINISTRATORS

Administrators shall be evaluated annually according to the [Certified Evaluation Plan](#) posted on the Tri-Creek School Corporation website for certified administrators and according to the locally and collaboratively developed tool for non-certified administrators.

DRUG POLICY

All employees are expected to sign and follow the Tri-Creek School Corporation Drug-Free Workplace policy, which may be found on the Tri-Creek School Corporation website.

COMPUTERS, NETWORKS, THE INTERNET, AND THE RESPONSIBLE USE POLICY (RUP)

Tri-Creek School Corporation adheres to a set of Internet and computer use rules known as the Responsible Use Policy (RUP). It is a complete set of rules, policies, hints, and guidelines designed to help maintain successful instructional use of computers in school and at home. Administrators must sign and are responsible for knowing, understanding, and following the RUP, and they must require staff and students to do so as well. The complete RUP is available on the Tri-Creek School Corporation website.

The purpose of the corporation and individual school social media and websites is to inform parents/guardians, students, and the community of all relevant school information.

Websites. Each administrator is responsible for ensuring that the website information for the assigned department or building is accurate and up to date.

FRINGE BENEFITS

Health Insurance Plan

The board shall pay the health insurance benefits equal to those in the Teachers' Collective Bargaining Agreement. Administrators will pay the cost of a single PPO plan when electing a plan that includes spouses, dependents, or family.

An employee who elects to enroll in a high-deductible health insurance plan will receive, up to the amount allowable by the Internal Revenue Service, the difference in the employer cost between a PPO plan and the employer cost of the high-deductible plan as a contribution to the employee's health savings account (HSA). Contribution to the employee's HSA will be provided monthly.

Administrators are reminded that they must enroll for Medicare coverage at their Social Security office just prior to attaining sixty-five (65) years of age or Social Security age of eligibility in order to maintain optimum coverage under the school's plan. Details on Social Security may be found at www.ssa.gov.

Dental Insurance Plan

The board will provide for each administrator a fully paid single or family dental plan.

Vision Insurance Plan

The board will provide for each administrator a fully paid single or family vision plan.

Term Life Insurance

Life insurance will be provided in an amount (to the nearest \$1,000) equal to three (3) times the contracted yearly salary at no additional cost up to \$300,000.00. The cost of the AD&D rider shall be paid by the administrator.

The amount of term life insurance over \$50,000 shall be taxed according to the IRS Uniform Premiums for \$1,000 of Group Term Protection Table.

For administrators between the ages of sixty-five (65) and seventy (70), the amount of the board-provided policy shall be reduced in accordance with federal laws and regulations. An administrator's term insurance is reduced by 50% at age seventy (70) while the employee is still working.

Administrators retiring after the age of fifty-five (55) and before reaching the age of sixty-five (65) may continue their life insurance policy post-retirement at their cost until age sixty-five (65).

Disability Insurance

The board shall provide, on a fully paid basis, long-term disability insurance with benefits in the amount of 66-2/3% of the administrator's monthly pay.

Liability Insurance

The board shall provide, on a fully paid basis, liability insurance in the amount of five million dollars (\$5,000,000) to all of the Tri-Creek School Corporation administrators in case of a suit arising from or in the proper performance of their duties.

Section 125 of the Internal Revenue Code

The board shall provide a Section 125 premium conversion plan at no cost to the administrator.

Teachers Retirement Fund

The school corporation will contribute the administrator's 3% contribution to the Teachers Retirement Fund for all certified administrators.

Public Employees Retirement Fund

The school corporation will contribute the employee's 3% contribution to the Public Employees Retirement Fund for all classified administrators.

Annuity

For administrators hired after January 1, 2001, the board agrees to establish an IRS Code Section 403(b) matching annuity plan and Section 401(a) plan. The 403(b) plan and the 401(a) plan include provisions allowing deferred contributions; i.e., salary reduction contributions, to the 403(b) plan up to the maximum limits allowed by the IRS Code. The board agrees to equally match the administrator's contributions up to 2.5% of contracted base salary. Such contributions shall be 100% vested at all times.

VEBA or Additional Annuity Contribution

The board shall contribute 2.5% of the administrator's base salary to either an established IRS Voluntary Employee Benefit Association (VEBA) for active administrators OR an annuity plan depending on the employee's choice at the time of first employment as an administrator.

This VEBA shall be independent of the VEBA established as part of the retirement liquidation provisions of previous contracts. The board contributions shall be immediately vested for the active administrators and shall be portable regardless of when the VEBA vendor is identified.

Workers' Compensation Insurance

In case of any accident or injury arising out of and in the course and scope of employment, the involved administrator should inform the superintendent or the executive director of business services of the accident or injury on the day of the occurrence. A Workers' Compensation First Report of Injury should be filled out by the injured administrator and forwarded to his/her supervisor and then to the business department within twenty-four (24) hours of the accident. Any benefit will be paid by the Workers' Compensation Carrier at the state rate of up to 66-2/3% of the administrator's monthly salary.

Professional Conferences

Professional conferences are an opportunity to network, learn, and be inspired. Administrators may petition the superintendent for approval.

Professional Dues

An administrator may use up to a \$400.00 stipend annually for the purpose of membership in professional organizations related to the current assignment. For purposes of this policy, "annually" shall mean July 1 through June 30. No unused funds will be carried over from year to year. The stipend may be received on a reimbursement basis. In the alternative, the administrator may submit the properly executed application or renewal invoice that the main office will forward to the organization with the disbursement attached. In either case, the disbursement will be made after board approval of the claim.

Mileage Reimbursement

Mileage allowance when traveling on school business approved by the superintendent will be reimbursed at current IRS rates. Only central office administrators are eligible for in-district mileage reimbursement. All administrators are eligible for out-of-district mileage reimbursement.

Additional Education

The school district shall provide an additional annual 401(a) annuity to those administrators who have earned a doctor of philosophy (Ph.D.) or an education doctorate (Ed.D.), education specialist (Ed.S.) degree, or Indiana Association of School Business Officials (IASBO) certifications as follows:

- Ph.D. or Ed.D. — \$1,500
- Ed.S. — \$1,000
- IASBO Certification (renewable each five (5) years)
 - Chief Business Officer — \$400
 - Assistant Chief Business Officer — \$300
 - Business Officer — \$200

Only one of the above amounts may be earned during any contract period. Proof of status (certified transcripts or valid certification) is required before a contract is approved by the board.

Services for Educational Foundations

Any school corporation administrator may perform services for the educational foundation that supports the school corporation and/or another local or state governmental entity during normal hours of employment with the approval of the administrator's supervisor. The educational foundation must be an organization that is exempt under Section 501(c)(3) of the Internal Revenue Code. The

total amount of hours for such performance shall be limited to 100 aggregate hours per calendar year for all administrators other than the superintendent.

The Board of School Trustees, as the superintendent's supervisor, grants its approval for the superintendent to perform such services as described here up to a total amount of 100 hours per calendar year.

TAX-SHELTERED ANNUITY

The board shall make available to all administrators of the Tri-Creek School Corporation a tax-sheltered annuity program. The current carriers are listed on the form available from Human Resources.

Ameriprise Financial
AXA Equitable
First Investors
Horace Mann

Met Life/FASCORP
Security Benefit
Valic
Vanguard

Individuals may make adjustments in their payroll deduction arrangements for each tax-sheltered annuity/annuities as permitted by the individual carriers.

ETHICS IN BUSINESS

Any member of the staff who participates in the formulation of recommendations regarding the use of an outside organization or business by the Tri-Creek School Corporation shall indicate any economic interest by the staff member or spouse in that organization or business to the superintendent or, in the case of the superintendent, to the board president, prior to the time the board considers accepting services, materials, or other assistance from said organization or business.

There should be no activity carried on by any person employed by the school corporation that could legitimately be interpreted as for the personal benefit or convenience of that person. This rule applies to the use of staff, equipment, supplies, and all other phases of work that are vulnerable to suspicion by other employees and the general public.

NON-DISCRIMINATION POLICY

It is the policy of Tri-Creek School Corporation not to discriminate on the basis of age, race, color, national origin, ancestry, religion, creed, size, sex, or handicap in its educational programs or employment policies as required by the Indiana Civil Rights Acts, IC 22-9-1, IC 20-8.1-2, Title VI and VII of the Civil Rights Act of 1964, The Equal Pay Act of 1973, Title IX (1972 Educational Amendments), and Section 504 of the Rehabilitation Act of 1973.

Inquiries regarding compliance should be directed to: Dana Bogathy, Executive Director of Business Services Tri-Creek School Corporation 2055 East Commercial Avenue Lowell, Indiana 46356	Inquiries regarding Section 504 should be directed to: Annemarie Moen, Director of Human Resources Tri-Creek School Corporation 2055 East Commercial Avenue Lowell, Indiana 46356 or: Office for Civil Rights U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202-1100
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