

## **Section C – General School Administration**

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CC	Administrative Organization Plan
CCA	District Chain of Command
CCB	Lines of Authority and Staff Relations
CHA	Development of Regulations
CHB	Board Review of Regulations
CHC	Approval of Handbooks and Directives
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## **ADMINISTRATION GOALS**

The purpose of school administration is to help create and foster an environment in which pupils can learn most effectively. All administrative duties and functions will be appraised in terms of the contributions that they make to better instruction and to higher student motivation and achievement.

The Board will rely on its Superintendent of Schools to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization will be such that all schools are part of a single system subject to the policies set forth by the Board and implemented through a single Superintendent. Within district policies and regulations, principals will be responsible and accountable for the administration of their respective schools.

Major goals of administration in the district will be:

1. To manage the district's various units and programs effectively.
2. To provide professional advice and counsel to the Board and to any advisory groups established by Board action.
3. To implement the management function through a team management approach so as to assure the best and most effective learning programs through achieving such sub-goals as:
  - Providing leadership in keeping abreast of current educational developments;
  - Arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs;
  - Coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;
  - Providing access to the decision making process for the ideas of staff, students, parents and others.

Re-Adopted: April 16, 2018

## **SUPERINTENDENT JOB DESCRIPTION**

- TITLE: Superintendent
- JOB GOAL: To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.
- QUALIFICATIONS:
1. Three years experience in teaching and three years experience in school administration, totaling at least six years.
  2. An earned Master's Degree with a major in educational administration; preferably, completion of one year of graduate work beyond the Master's Degree.
  3. A valid teaching certificate issued by the State Board of Education with a Superintendent endorsement.
  4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.
- REPORTS TO: Board of Education
- SUPERVISES: Directly or indirectly, every district employee.
- CLASSIFICATION: Exempt

### **PROFESSIONAL RESPONSIBILITIES AND EXAMPLES OF DUTIES**

#### **1. Shared Vision**

The superintendent is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Functions include:

- A. Develop and implement a shared vision and mission;
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
- C. Create and implement plans to achieve goals;
- D. Promote continuous and sustainable improvement;
- E. Monitor and evaluate progress and revise plans.

#### **2. Culture of Learning**

The superintendent is an educational leader who promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions include:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
- B. Promote and ensure a comprehensive, rigorous, and district-wide coherent curricular program;
- C. Create a personalized and motivating learning environment for students
- D. Use data to determine needs and oversee provision of quality professional development to meet district needs;

- E. Use data to monitor the assessment and accountability systems to assure student progress;
- F. Develop the instructional and leadership capacity of staff;
- G. Promote the use of the most effective and appropriate technologies to support teaching and learning;
- H. Monitor and evaluate the impact of the instructional program.

### **3. Leadership/Management**

The superintendent is an education leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions include:

- A. Manage district budget, facilities and staff;
- B. Monitor and evaluate the management and operational systems;
- C. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
- D. Promote and protect the welfare and safety of students and staff;
- E. Develop the capacity for distributed leadership;
- F. Ensure teacher and organizational time is focused to support quality instruction and student learning.

### **4. Family and Community**

The superintendent is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions include:

- A. Collect and analyze data and information pertinent to the educational environment;
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
- C. Build and sustain positive relationships with families and caregivers;
- D. Build and sustain productive relationships with community partners.

### **5. Ethics**

The superintendent is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Functions include:

- A. Conduct oneself in an ethical, fair, trustworthy and professional manner;
- B. Establish practices to promote personal, physical and emotional health;
- C. Demonstrate respect for diversity in students, staff and programs;
- D. Safeguard the values of democracy and equity;
- E. Consider and evaluate the potential moral and legal consequences of decision-making;
- F. Promote social justice and ensure that individual student needs guide all aspects of schooling.

### **6. Societal Context**

The superintendent is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Functions include:

- A. Advocate for children, families, and caregivers;
- B. Serve as an articulate advocate to community and legislature for issues beneficial to improved teaching and learning;
- C. Provide leadership for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating appropriate district policies;
- D. Knows and supports the district school improvement plan and accurately reports progress on goals.

## 7. Essential Functions

In addition to the physical and mental capabilities implied by the responsibilities detailed above, the essential functions of the superintendent include the following:

- A. Reading, writing, hearing, listening, and speaking effectively with the ability to analysis data;
- ~~B. The ability to sit and stand for periods of time, have use of hands, the ability to climb and other postures that may be required as duties are assigned;~~
- ~~C. Specific vision abilities required by this job include close vision, distant vision and depth perception;~~
- ~~D. Be able to occasionally lift/move items weighing up to 40 pounds;~~
- ~~E. Must hold a valid driver's license and be able to drive to school locations and events;~~
- F. The position regularly requires evening and weekend work;
- ~~G. The position deals with noise levels that of a typical school office and building setting;~~
- H. The position regularly requires the ability to handle stressful situations and resolve conflict.

~~The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and in not an exhaustive list of the duties performed for this position.~~

## 8. Other Duties

The superintendent performs these and other duties as may be assigned by the board, both consistent with local board policies and South Dakota Codified Law.

### TERMS OF EMPLOYMENT:

Twelve months a year. Salary and benefits to be set by the board.

### EVALUATION:

Performance of this job will be evaluated in accordance with board policy, based on performance indicators and/or progress on annual superintendent goals as set by the superintendent and board.

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Re-Adopted Date: XXX, 2018

## SUPERINTENDENT EVALUATION

### OPERATING PRINCIPLES

A comprehensive superintendent evaluation process must:

1. Link to academic, social and emotional growth for all students in the system.  
Rationale: Accountability must include multiple measurers of whole student learning.
2. Recognize the importance of a superintendent's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.  
Rationale: The larger work of the superintendent is about shaping the future of the community and having a positive effect on people's lives.
3. Provide research-based criteria reflective of professional standards for superintendents which are supported by measurable data from multiple sources and are legal, feasible, accurate and useful.  
Rationale: Standards of any kind are only effective if they meet suitability, utility, feasibility and accuracy measures. (Examples of multiple data sources are a superintendent self-assessment; a portfolio compiled by the superintendent; 360° feedback to the superintendent; the school improvement plan; documents that address previous goals, school board meeting agendas, etc.)
4. Provide opportunities for personal and professional growth.  
Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement.
5. Be ongoing and connected to district/school improvement goals.  
Rationale: An evaluation is a process, not a once a year conversation, and must be embedded in district's goals and school improvement plans.
6. Connect the district's goals with its publics' vision for their schools.  
Rationale: Goals cannot be developed in isolation; district goals must reflect the community's highest hopes for its public schools and students.
7. Be intended to improve performance not prove incompetence.  
Rationale: An effective evaluation process is established on a spirit of providing feedback for growth, not on finding evidence of shortcomings. If a board is considering evaluation for the purposes of termination, other processes should be employed.

**TIMELINE FOR SUPERINTENDENT EVALUATION**

<b>TIMELINE</b>	<b>ACTION</b>	
Summer/Early Fall	1.	Board and superintendent review superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents, information and data to be used to measure performance.
	2.	Superintendent creates goals based on district goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/superintendent and shared with staff.
	3.	Board President and superintendent review evaluation process and forms with new board members following the election.
Quarterly/Early Winter	4.	Superintendent makes interim progress reports to the board on district goals and superintendent goals.
Mid-Winter	5.	Superintendent may complete a self-assessment with supporting documents to be provided to the board.
	6.	Individual board members complete evaluation forms and bring the forms to the board's evaluation session.
	7.	Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the superintendent following the meeting.
	8.	The board's official evaluation document(s) is shared, clarified and discussed with the superintendent at a special board meeting. Changes to the evaluation may be made as a result of the discussions.
	9.	A copy of the final written evaluation form is placed in the superintendent's personnel folder.
Spring/Summer	10.	Superintendent reports progress on district and superintendent goals.
Summer/Early Fall		Return to the beginning of the cycle

Re-Adopted: April 16, 2018

**GOALS- BASED SUPERINTENDENT EVALUATION FORM**

**STEP 1: ESTABLISHMENT OF GOALS**

The superintendent establishes at least two, but no more than three, significant individual goals. The goals should be directly linked to district goals and clearly aimed at improving student learning and the climate for student learning (see page four). Each goal should include measurable progress indicators to be accomplished by the superintendent during the next 12 months. Each goal should be linked to specific outcomes that indicate measurable progress toward the district's long-term goals.

Goals should be approved by the board with the consultation of the superintendent. Measurable progress indicators, the evidence the board expects to determine whether goals have been accomplished, should be suggested by the superintendent in consultation with the board and approved by the board. Each measurable progress indicator should be clear, understood by both the board and superintendent, and recorded under the goal.

The document detailing goals and progress indicators will be part of the superintendent's ongoing evaluation and included as part of the year-end evaluation. At the end of the year, the board should have sufficient knowledge and documentation to complete the end-of-year review (step two).

**SUPERINTENDENT GOAL ONE:** \_\_\_\_\_

Measurable Progress Indicator: \_\_\_\_\_  
Measurable Progress Indicator: \_\_\_\_\_  
Measurable Progress Indicator: \_\_\_\_\_

**SUPERINTENDENT GOAL TWO:** \_\_\_\_\_

Measurable Progress Indicator: \_\_\_\_\_  
Measurable Progress Indicator: \_\_\_\_\_  
Measurable Progress Indicator: \_\_\_\_\_

**SUPERINTENDENT GOAL THREE:** \_\_\_\_\_

Measurable Progress Indicator: \_\_\_\_\_  
Measurable Progress Indicator: \_\_\_\_\_  
Measurable Progress Indicator: \_\_\_\_\_

**STEP 2: END-OF-YEAR REVIEW OF GOAL ATTAINMENT**

At the end of the year, board members assign ratings, along with supporting evidence, for the superintendent based on the accomplishment of board-approved goals. Presentations made by the superintendent to the board throughout the year, along with an ongoing discussion of progress toward goals, will provide board members with necessary data and evidence.

SUPERINTENDENT GOAL ONE: EVIDENCE OF ATTAINMENT

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BOARD MEMBER RATING (circle the appropriate response)

1  
UNSATISFACTORY

2  
SATISFACTORY

3  
EXEMPLARY

COMMENTS:

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SUPERINTENDENT GOAL TWO: EVIDENCE OF ATTAINMENT

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BOARD MEMBER RATING (circle the appropriate response)

1  
UNSATISFACTORY

2  
SATISFACTORY

3  
EXEMPLARY

COMMENTS:

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SUPERINTENDENT GOAL THREE: EVIDENCE OF ATTAINMENT

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BOARD MEMBER RATING (circle the appropriate response)

1  
UNSATISFACTORY

2  
SATISFACTORY

3  
EXEMPLARY

COMMENTS:

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**STANDARDS- BASED SUPERINTENDENT EVALUATION FORM**

**STANDARD ONE: SHARED VISION**

A superintendent is an educational leader who promotes the success of every student by facilitating a shared vision of learning that is supported by the school community.

PERFORMANCE INDICATORS

- 1.1 Develops and implements district-wide vision, mission and goals.
- 1.2 Creates and implements plans to achieve goals.
- 1.3 Promotes continuous and sustainable improvement.
- 1.4 Monitors and evaluates progress and revises plans.

SUPPORTING EVIDENCE AND COMMENTS

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RATING (circle the appropriate response)

1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

**STANDARD TWO: CULTURE OF LEARNING**

A superintendent is an educational leader who promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCE INDICATORS

- 2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.
- 2.2 Monitors and evaluates a rigorous and coherent district-wide curricular program.
- 2.3 Uses data to monitor the assessment and accountability systems to assure student progress.
- 2.4 Develops the instructional and leadership capacity of staff through quality professional development.
- 2.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning.

SUPPORTING EVIDENCE AND COMMENTS

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RATING (circle the appropriate response)

1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY



**STANDARD FIVE: ETHICS**

A superintendent is an educational leader who promotes the success of every student by acting with integrity, fairness and in an ethical manner.

PERFORMANCE INDICATORS

- 5.1 Conducts oneself in an ethical, fair, trustworthy and professional manner.
- 5.2 Establishes practices to promote personal, physical and emotional health.
- 5.3 Demonstrates respect for diversity in students, staff and programs.
- 5.4 Considers and evaluates the potential moral and legal consequences of decision-making.

SUPPORTING EVIDENCE AND COMMENTS

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RATING (circle the appropriate response)

1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

**STANDARD SIX: SOCIETAL CONTEXT**

A superintendent is an educational leader who promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

PERFORMANCE INDICATORS

- 6.1 Advocates for children, families, and caregivers.
- 6.2 Serves as an advocate to community and legislature for issues beneficial to improved teaching and learning.
- 6.3 Provides leadership for defining superintendent and board roles, mutual expectations and formulating appropriate district policies.
- 6.4 Knows and supports the district school improvement plan and accurately reports progress on goals.

*CBG (continued)*

SUPPORTING EVIDENCE AND COMMENTS

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RATING (circle the appropriate response)

**EVALUATION SUMMARY**

Place one check [√] in each row for each standard and one check [√] for overall rating.

PERFORMANCE STANDARD	Needs Improvement			EXEMPLARY
	1	2	3	4
Standard One				
Standard Two				
Standard Three				
Standard Four				
Standard Five				
Standard Six				
<b>Overall Rating</b>				

- A. Of the standards listed, which is the superintendent’s greatest strength? How does this strength directly contribute to district goals?
  
- B. Of the standards listed, which is presenting the greatest challenge to the achievement of district goals?
  
- C. Which supports might the board offer to enhance the superintendent’s strengths and promote success over existing challenges?
  
- D. Superintendent Comments:

Evaluation Period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board President’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ADMINISTRATIVE ORGANIZATION PLAN**

The central administration will be organized in a manner that assures that the schools will be able to effectively and efficiently carry out programs and respond to any new programs demanded by our needs or opportunities, or suggested by research or successful practice. The organization must allow the schools opportunities to address their particular needs and improve existing programs.

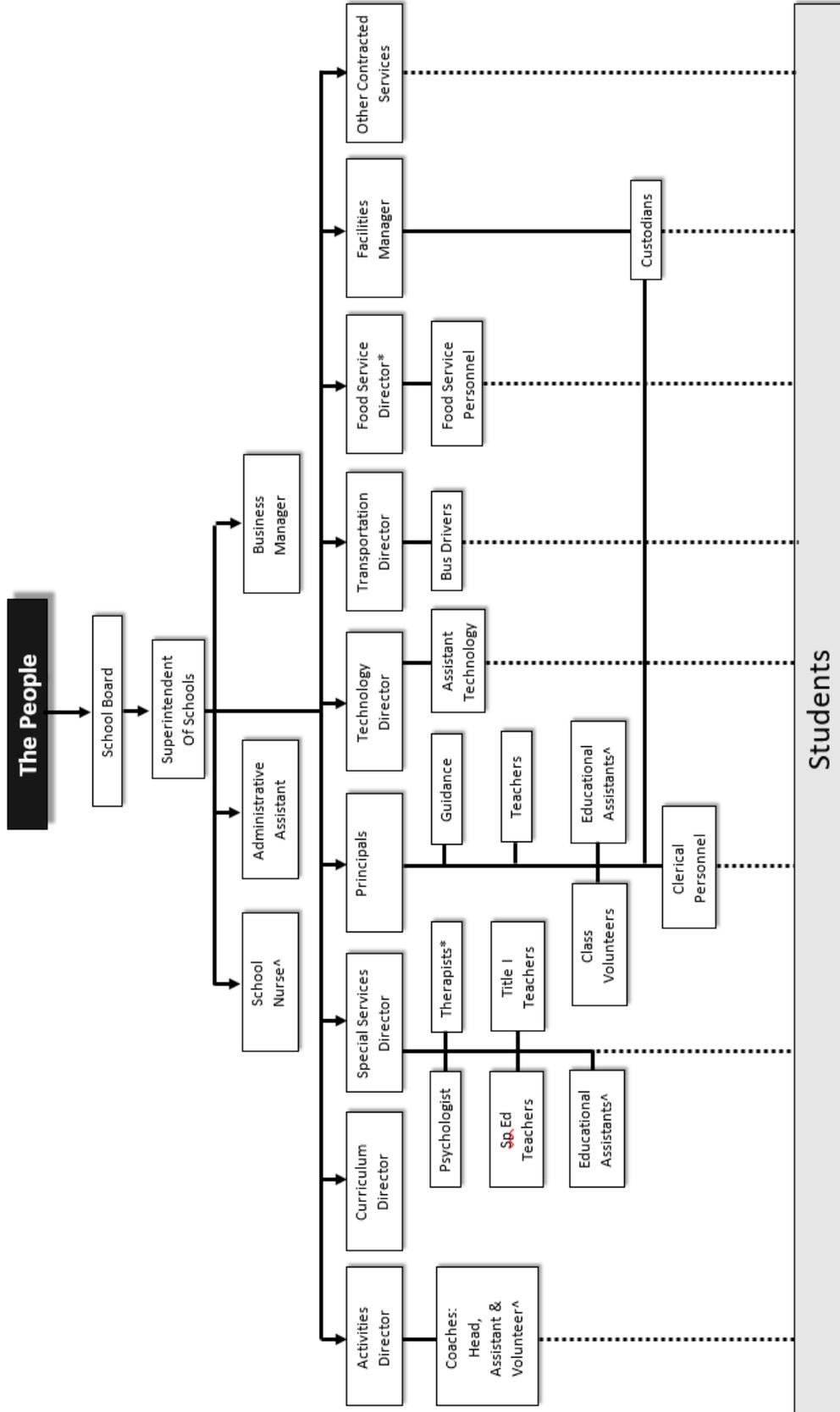
The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person through the approved organizational structure.

The organizational structure approved by the Board will represent direction of authority and responsibility; it will not restrict cooperation among staff members at all levels or the flow of ideas necessary in the decision making processes.

The Superintendent will be responsible for keeping the administrative structure of the school district up to date with the changes in goals, curriculum, instructional arrangements, and school services, and will recommend revisions in the structure as necessary to the Board.

Re-Adopted: April 16, 2018

Elk Point-Jefferson School District Chain of Command



<sup>^</sup>Informal Principal Supervision

\*Contract Services

## **LINES OF AUTHORITY AND STAFF RELATIONS**

All personnel employed by the Board will be responsible to the Board through the Superintendent. The Board expects that the Superintendent will establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decisions made by an administrative officer in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict in any way the cooperative, sensible working together of all people on all professional levels in order to develop the best possible school program. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the district's programs and operations, the lines represent avenues for a two-way flow of ideas.

Staff members who work in more than one school will be responsible to the Principal of the school during the time they are working in his/her building.

The Principal is charged with the supervision and direction of the staff and the students assigned to his or her building, and with care of the school facility and its equipment. The Principal will see that the policies and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of Board policies and regulations set by the Superintendent, the Principal may establish and enforce such regulations as he or she deems advisable for the efficient operation of his or her school.

Re-Adopted: April 16, 2018

## **DEVELOPMENT OF REGULATIONS**

The Board delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated.

These required actions and detailed arrangements will constitute the administrative regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board.

In the absence of policy, the Superintendent is authorized by the Board to establish regulations as needed. Should the Board consider it necessary, policy will be developed thereafter.

The Board itself will formulate and adopt regulations only when required by law, and when the Superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

Re-Adopted: April 16, 2018

## **BOARD REVIEW OF REGULATIONS**

The Board reserves the right to review administrative regulations at its discretion, but it will revise or veto such rules only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative regulations need not be approved by the Board in advance of issuance except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

Before issuance, regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those officially approved by the Board will be so marked; all others appearing in this manual will be considered approved provided they are in accordance with the accompanying Board policy.

Re-Adopted: April 16, 2018

## **APPROVAL OF HANDBOOKS AND DIRECTIVES**

To make pertinent Board policies, district regulations and departmental and/or school rules and procedures known to all staff members and students, District Administrators and Principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform to district-wide policies and regulations; it is also important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved prior to publication by the Superintendent or other district administrator(s) as he or she directs.

The Superintendent will use his or her judgment as to whether a specific handbook needs approval by the Board. However, all handbooks published will be made available to the Board for informational purposes.

As in the case of regulations affecting staff members, handbooks published specifically for a particular group of employees will be distributed to all of the employees affected.

**SCHOOL DISTRICT ANNUAL REPORT**

In accordance with state law, an annual report covering the educational and financial activities of the school district will be prepared by the business manager, with the assistance of the Superintendent. The report will be presented to the Board for its approval.

Upon approval by the Board, the report will be filed for audit on or before August 1 with the State Division of Elementary and Secondary Education.