

SECTION C: GENERAL SCHOOL ADMINISTRATION

Section C contains policies and exhibits related to school management and school administration. It also contains policies and exhibits related to administrator job descriptions and evaluations.

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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:
 - (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 more learner needs;
 - (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;
 - (d) providing access to the decision making process for the ideas of staff, students, parents and others.

Adopted Date: 05/14/2007

Review Date 7/7/2016

Reviewed Date: April 13, 2020

PLATTE-GEDES SCHOOL DISTRICT 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:	<ol style="list-style-type: none">1. Three years experience in teaching and three years experience in school administration preferred, 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 drivers 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: _____

State Reference
ARSD 24:15:06:34

Description
Superintendent endorsement

Adopted: 12/10/12
Reviewed: 7/7/16
Reviewed Date: April 13, 2020

RECRUITMENT AND APPOINTMENT OF SUPERINTENDENT

The appointment of a Superintendent is a function of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. However, final selection will rest with the Board after a thorough consideration of qualified applicants.

The Board will provide prospective applicants with a written list of qualifications candidates should have before making application for the position.

Following the screening of applicant credentials, the Board will invite the most desirable applicants for a personal interview.

A vote of the majority of the Board at a meeting for which due notice has been given of the intended action will be required for the appointment of the superintendent.

State Reference

ARSD 24:15:06:34

Description

Superintendent endorsement

Adopted Date: 05/14/2007

Review Date 7/7/16

Reviewed Date: April 13, 2020

**SUPERINTENDENT
CONTRACT/COMPENSATION AND BENEFITS**

The appointment of the Superintendent will be secured through an explicit contractual agreement which shall state the term of the contract, compensation and other benefits, including vacation period, and other conditions of employment. The contract will meet all state requirements and will protect the rights of both the Board and the Superintendent.

The salary of the Superintendent, additional benefits, including group life and health insurance, participation in tax-sheltered annuity programs, retirement programs, as well as vacation entitlement, and other leave will be determined at the time of his or her or her appointment (or reappointment) and will be part of the Superintendent written contract.

<u>State Reference</u>	<u>Description</u>
ARSD 24:15:06:34	Superintendent endorsement
SDCL 13-10-3	Group life and health insurance
SDCL 13-10-4	Retirement pension agreement with employees
SDCL 13-10-9	Liability insurance for protection of employees
SDCL 3-10	Voluntary salary deductions
SDCL 3-11	Social security coverage
SDCL 3-12	SD retirement system

Adopted Date: 05/14/2007
Review Date 7/7/16
Reviewed Date: April 13, 2020

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 criteria reflective of professional standards for superintendents which is from multiple sources and is legal, feasible, accurate and useful.
 - Rationale: Standards of any kind are only effective if they meet suitability, utility, feasibility and accuracy measures
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 to prove incompetence.
 - Rationale: An effective evaluation process is established on a spirit of providing feedback for growth, not on finding evidence of shortcomings.

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of the Superintendent constitutes personnel information and is not open to inspection or copying. The Board's evaluation of the Superintendent will be conducted in executive session.

RECOMMENDED TIMELINES FOR SUPERINTENDENT EVALUATION

TIMELINE	ACTION
June or July	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.
December	4. Superintendent makes interim progress reports to the board on district goals and superintendent goals.

December	5.	Superintendent may complete a self-assessment with supporting documents to be provided to the board.
December or January	6.	Individual board members complete evaluation forms and bring the forms to the board's evaluation session.
January	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.
January	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.
January	9.	A copy of the final written evaluation form is placed in the superintendent's personnel folder.
May or June	10.	Superintendent reports progress on district and superintendent goals.

State Reference

SDCL 1-25-2(1)
SDCL 13-42-70

Description

Discussing qualifications, competence, performance, character or fitness of any employee
Evaluation records and documents not open to inspection or copying

Policy Reference

CGB
CI
BDC
GCN
GDN

Description

BUSINESS MANAGER EVALUATION
ADMINISTRATIVE STAFF EVALUATION
EXECUTIVE SESSIONS
PROFESSIONAL TEACHING STAFF EVALUATION
SUPPORT STAFF EVALUATION

Adopted: 7/7/16
Revised: April 13, 2020

**PLATTE-GEDES SCHOOL DISTRICT
SUPERINTENDENT EVALUATION FORM
GOALS-BASED 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 are subject to approval by the board following consultation of the superintendent. Measurable progress indicators, the evidence the board expects to determine whether goals have been accomplished, are to be suggested by the superintendent in consultation with the board and are subject to approval 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 formal evaluation. Prior to the formal evaluation being done, the board should have sufficient knowledge and documentation to complete the final 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: REVIEW OF GOAL ATTAINMENT

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, plus other sources of information including but not limited to board member observations, will provide board members with necessary data and evidence.

SUPERINTENDENT GOAL ONE: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1
UNSATISFACTORY

2
SATISFACTORY

3
EXEMPLARY

COMMENTS:

SUPERINTENDENT GOAL TWO: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1
UNSATISFACTORY

2
SATISFACTORY

3
EXEMPLARY

COMMENTS:

SUPERINTENDENT GOAL THREE: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1
UNSATISFACTORY

2
SATISFACTORY

3
EXEMPLARY

COMMENTS:

OVERALL GOALS BASED SUMMARY EVALUATION

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

PERFORMANCE STANDARD	UNSATISFACTORY 1	SATISFACTORY 2	EXEMPLARY 3
GOAL ONE			
GOAL TWO			
GOAL THREE			
OVERALL RATING			

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. What 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: _____

EXAMPLES OF SUPERINTENDENT GOALS:

Agreement on the priority goals and desirable outcomes up-front will help provide a focus for the superintendent and board throughout the school year.

The superintendent will provide leadership and oversee the selection, implementation and evaluation of staff development to meet district needs.

Measurable Progress Indicator:

- A report on district needs will be presented to the board.

Measurable Progress Indicator:

- The superintendent will provide recommendations to the board for research-based staff development initiatives to address these needs.

Measurable Progress Indicator:

- The superintendent will present to the board a plan indicating how staff development will be implemented and evaluated in the attendance centers.

Measurable Progress Indicator:

- Regular reporting to the board will indicate effectiveness of staff development, including training, mentoring or peer coaching.

**PLATTE-GEDES SCHOOL DISTRICT
SUPERINTENDENT EVALUATION FORM
STANDARDS-BASED FORM**

At the end of the evaluation cycle, the board should conduct a formal evaluation of the superintendent. The completed form is to be placed in the superintendent's personnel file.

STANDARD ONE: SHARED VISION

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.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
<u>RATING</u> (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD TWO: CULTURE OF LEARNING

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.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
<u>RATING</u> (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD THREE: LEADERSHIP AND MANAGEMENT

Leadership and Management: A superintendent is an educational leader who promotes the success of every student by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

PERFORMANCE INDICATORS

- 3.1 Effectively manages district budget, facilities and operations.
- 3.2 Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
- 3.3 Promotes and protects the welfare and safety of students and staff.
- 3.4 Develops leadership capacity throughout the district’s staff.
- 3.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

<u>SUPPORTING EVIDENCE AND COMMENTS</u> 			
<u>RATING</u> (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD FOUR: FAMILY AND COMMUNITY

Family and Community: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

PERFORMANCE INDICATORS

- 4.1 Collects and analyzes data and information pertinent to the educational environment.
- 4.2 Promotes understanding, appreciation, and uses of the community’s various resources.
- 4.3 Builds and sustains positive relationships with families and caregivers.
- 4.4 Builds and sustains productive relationships with community partners.

<u>SUPPORTING EVIDENCE AND COMMENTS</u> 			
<u>RATING</u> (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD FIVE: ETHICS

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.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
RATING (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD SIX: SOCIETAL CONTEXT

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.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
RATING (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

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				
OVERALL RATING				

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.

Adopted Date: 05/14/2007

Review Date 7/7/16

Reviewed Date: April 13, 2020

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.

Adopted Date: 05/14/2007

Review Date 7/7/16

Revised Date: April 13, 2020

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Superintendent may develop and lead such permanent and temporary councils, cabinets and committees as he or she deems necessary for proper administration of the school district program.

The groups established or authorized by the Superintendent may be ad hoc (for the purpose of studying a particular issue) or may be commissioned to assist in a broad range of studies. Groups will be advisory in nature and will be subject to the same general guidelines on research, and release of information as established for groups advisory to the Board.

<u>State Reference</u>	<u>Description</u>
SDCL 1-27-1.16	Material relating to open meeting agenda item to be available

Adopted Date: 05/14/2007

Review Date 7/7/16

Reviewed Date: April 13, 2020

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the Superintendent and upon the advice of central office administrators, each Principal will be the chief administrator of his or her school. All personnel assigned to his or her building will be directly responsible to the Superintendent. 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 or 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, at 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.

Adopted Date: 05/14/2007

Review Date 7/7/16

Reviewed Date: April 13, 2020

BUSINESS MANAGER JOB DESCRIPTION

QUALIFICATIONS: Business or Accounting degree and/or five years previous accounting equivalence. The Board of Education reserves the right to deviate from these qualifications.

REPORTS TO: School Board and Superintendent

EVALUATION: Performance will be evaluated by the School Board and the Superintendent.

TERMS OF EMPLOYMENT: Salary and work year to be established by the board.

JOB GOAL: The goal of the Business Manager is to provide the most efficient services to support the educational objectives of the School District and administers the business affairs of the school district to provide the best possible educational services with the financial resources available.

PERFORMANCE RESPONSIBILITIES:

1. Plan, organize, administer and direct the operations of the District's Business Office to ensure efficient and cost-effective operations.
2. Direct the development of Board policies related to the financial operations and business functions.
3. Prepare and administer budgets.
4. Submit state and federal financial reports.
5. Oversee and provide accurate open enrollment numbers in conjunction with business office staff.
6. Implement, monitor and develop cash management programs that adhere to legal and responsible procedures adopted by the Board of Education and required by state/federal law.
7. Develop and direct effective purchasing strategies and purchasing Monitor payroll management in conjunction with Payroll Staff.
8. Coordinate and manage all matters related to the internal and external auditing of the District's finances.
9. Assist in operations of maintenance, food service and transportation services.
10. Assist in Human Resource functions.
11. Provide Board of Education, District Administrator, Community Members, Administrators and District Staff with the best information possible to be educated on the matters related to the Business Office.
12. Attend all Board of Education meetings and provide expertise related to the financial operations of the District.
13. Supervise the payroll function for the district to include employee benefits, state and federal tax deposits, workmen's compensation insurance and other related activities.
14. Supervises the review, coding, and preparation of the bills for approval at board meetings.
15. Supervises the collection, safe keeping, and distribution of all funds, making investments and deposits into the appropriate checking and savings accounts approved by the board; reconcile cash accounts and report to the board monthly.
16. Assists with the budget development, preparation, and submission; and provides the board with periodic performance reports. Prepares, approves and monitors purchase orders in compliance with board policy and approve the budget.
17. Supervises all cash funds and federal programs, including but not limited to food service and grants, in compliance with state and district policies, including timely required reporting.
18. Collects information and assists the superintendent and board with contract negotiations.
19. Conducts bidding procedures, when necessary, in compliance with school district policy and state law.
20. Maintains records and inventory related to fixed assets and real estate with adequate collateral and liability insurance; reports claims to insurer(s) in a timely manner.
21. Prepares and distributes the agenda and other appropriate communications to Board members in advance of the regularly scheduled meetings.
22. Attends and participates in board meetings, maintains an accurate record of the action and participants; signs and publishes proceedings of the Board consistent with the laws pertaining to the official publication of the minutes of Board action.
23. Prepares the district annual report to be submitted to the state superintendent.
24. Arranges for and assists with auditing of all school district accounts and programs.
25. Conducts school district elections as prescribed by state law.
26. Represents the school district professionally in local, regional, state, and national affiliation and participation.
27. Cooperates with all departments for effective and efficient results.
28. Performs other duties as the Board may require which will assist the superintendent and board in financial matters of the district.

State Reference

SDCL 13-8-18
SDCL 13-8-19
SDCL 13-8-34
SDCL 13-8-35
SDCL 13-8-43
SDCL 13-8-44
SDCL 13-8-47

Description

Amount of business manager's bond
Approval and filing of bonds
Approval and signing of minutes of school board
Publication of minutes of board
Records of business manager open to public inspection
Destruction, falsification or failure to deliver records
Annual report to department

Policy Reference

CGB
DH

Description

BUSINESS MANAGER EVALUATION
BONDED EMPLOYEES AND OFFICERS

Adopted: 7/7/16

Reviewed Date: April 13, 2020

BUSINESS MANAGER EVALUATION

In order to assure a high quality of business manager performance, a continuous program for business manager evaluations will be utilized.

The Business Manager will be evaluated, at a minimum, on an annual basis.

Evaluations shall provide feedback to the business manager, noting strengths, as well as areas needing improvement.

The evaluation criteria will include, but is not limited to, the following components:

1. Supervision of the payroll function for the district to include employee benefits, state and federal tax deposits, workmen's compensation insurance and other related activities.
2. Review, code, and sign bills prepared for approval at the monthly board meeting.
3. Supervision of the collection, safekeeping, and distribution of all funds, making investments and deposits into the appropriate checking and savings accounts approved by the Board, and reconciliation of cash accounts.
4. Budget development, preparation, and submission and providing the board with periodic performance reports.
5. Supervision of all cash funds and federal programs including Chapter I, Chapter II, food service, and various grants in compliance with state and district policies, including timely required reporting.
6. Collection of information and assisting the Board with contract negotiations.
7. Following bidding procedures and representing the District by signing contracts and agreements as authorized by the Board and in compliance with school district policy and state laws.
8. Maintaining records and inventory related to fixed assets and real estate with adequate collateral and liability insurance.
9. Attendance and participation in all Board meetings, maintaining an accurate record of the actions and participants, and publishing the minutes and notices in the designated district paper.
10. Preparation of the District annual report to be submitted to state education department.
11. Arranging for and assisting with auditing of all school district accounts and programs.
12. Administration and conducting school district elections as prescribed by state law.
13. Representation of the school district professionally in local, regional, state, and national affiliation and participation.
14. Cooperation with all departments for effective and efficient results.
15. Performing duties which will assist the superintendent, board, and standing committees in financial and business matters of the district in compliance with local policy and state laws.
16. Prepares, approves, and monitors purchase orders in compliance with board policy and approved budget.
17. Monthly report to the Board and as otherwise requested by the Board.
18. Working knowledge of areas of responsibility.

19. Professional growth.
20. Judgment, logical thinking, creativity, and imagination.
21. Fulfillment of assigned responsibility without neglecting some areas.
22. Adheres to policies of the Board of Education as well as law.
23. Fulfills, to the extent applicable with the position, responsibilities related to scheduling, contracting, curriculum/program/project development and implementation.
24. Staff relations.
25. Student relations.
26. Community relations.
27. Communication skills.
28. Adjusts to unplanned situations.

The Board or Superintendent shall be responsible for evaluating the Business Manager.

The formal evaluation will be written and will be discussed by the Superintendent and the Business Manager. Copies of the written document will be signed and dated by all parties and incorporated into the personnel files of the Business Manager. The signature of the Business Manager does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made.

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of administrative staff constitutes personnel information and is not open to inspection or copying.

State Reference

SDCL 1-25-2(1)
SDCL 13-42-70

Description

Discussing qualifications, competence, performance, character or fitness of any employee
Evaluation records and documents not open to inspection or copying

Policy Reference

CGA
CI
CBG
GCN
GDN

Description

BUSINESS MANAGER JOB DESCRIPTION
ADMINISTRATIVE STAFF EVALUATION
SUPERINTENDENT EVALUATION
PROFESSIONAL TEACHING STAFF EVALUATION
SUPPORT STAFF EVALUATION

Adopted: 7/7/16
Reviewed Date: April 13, 2020

POLICY AND REGULATION IMPLEMENTATION

The Superintendent is responsible for carrying out the policies and regulations approved by the Board.

Regulations are the detailed requirements governing the school and through which the school district will operate. The regulations must be in every respect consistent with the policies adopted by the Board.

All new regulations intended to be implemented by the Superintendent shall, to the maximum extent possible under the circumstances, be submitted to the Board of Education prior to implementation, and if not so possible then within thirty (30) days of implementation.

All existing regulations implemented by the Superintendent, not previously approved by the Board of Education, shall be submitted to the Board for review within a timeframe as determined by the Board.

The policies developed by the Board and the regulations developed to implement policy are designed to promote an effective and efficient school system. Board members, school district employees and students, volunteers, guests and vendors are required to comply with all school board policies and regulations.

Policies and regulations adopted by the Board are public documents.

State Reference

SDCL 13-8-39

Description

Management of schools by board - general powers

Adopted Date: 05/14/2007

Review Date 7/7/16

Revised Date: April 13, 2020

ADMINISTRATION IN ABSENCE OF POLICY OR REGULATION

In the absence of a Board policy or regulation which addresses a situation, the Superintendent may take temporary action to address the situation. The action taken must be reasonably consistent with existing board policies and regulations. The Superintendent is prohibited from taking any action which involves a duty of the Board that by law cannot be delegated.

In each case in which the Superintendent takes temporary action, it will be presented to the Board for its consideration at its next meeting.

Policy Reference

BFCA

Description

BOARD REGULATIONS AND HANDBOOKS

Adopted Date: 05/14/2007

Revised Date 7/7/16

Reviewed Date: April 13, 2020

ADMINISTRATIVE STAFF EVALUATION

For purposes of this policy, “administrative staff” refers to principals, activity directors, special education directors, technology directors, transportation directors, and such other administrative positions as may be determined by the Board. The phrase “administrative staff” does not include the superintendent or the business manager.

In order to assure a high quality of administrator performance, a continuous program for administrator evaluation will be utilized.

Administrators will be evaluated, at a minimum, on an annual basis.

Evaluations shall provide feedback to administrators noting strengths, as well as areas needing improvement.

The evaluation criteria will include, but is not limited to, the following components:

1. Working knowledge of areas of responsibility.
2. Professional growth.
3. Judgment, logical thinking, creativity, and imagination.
4. Fulfillment of assigned responsibility without neglecting some areas.
5. Adheres to policies of the Board of Education as well as law and code of ethics.
6. Fulfills, to the extent applicable with the position, responsibilities related to scheduling, contracting, curriculum/program/project development and implementation.
7. Staff relations.
8. Student relations.
9. Community relations.
10. Communication skills for the leadership in assigned areas of responsibility.
11. Solicitation and utilization of staff input in decision-making.
12. Adjusts to unplanned situations.
13. Use of building, grounds, and other materials in the area of responsibility.
14. Use of available financial resources.

The evaluation process will include self-evaluation, and supervisor-initiated observations. The Superintendent or the Superintendent’s designee will be responsible for evaluating all administrative staff except the evaluation of principals. The Superintendent shall be responsible for evaluating principals.

The formal evaluations will be written and will be discussed by the evaluator and the administrator. Copies of the written document will be signed and dated by both parties and incorporated into the personnel file of the administrator. The signature of the administrator does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made.

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of administrative staff constitutes personnel information and is not open to inspection or copying.

State Reference

SDCL 1-25-2(1)

SDCL 13-42-70

Policy Reference

CGB

CBG

GCN

GDN

Description

Discussing qualifications, competence, performance, character or fitness of any employee

Evaluation records and documents not open to inspection or copying

Description

BUSINESS MANAGER EVALUATION

SUPERINTENDENT EVALUATION

PROFESSIONAL TEACHING STAFF EVALUATION

SUPPORT STAFF EVALUATION

Adopted: June 10, 2019

Reviewed Date: April 13, 2020

SECONDARY PRINCIPAL JOB DESCRIPTION

TITLE:

- Secondary Principal (Grades 6 – 12)

QUALIFICATIONS:

- Required:
 - Possess and maintain proper certification as established by state law and the South Dakota Department of Education
- Desired:
 - Awareness of current educational trends and developments
 - Skills in training in teacher evaluation and instructional leadership
 - Strong interpersonal skills

REPORTS TO:

- Superintendent of Schools

SUPERVISES:

- Classroom teachers, classified staff and other staff as assigned

JOB GOAL:

- To use instructional leadership, supervision, and administrative skills to promote the educational development of all teachers and each student.

PERFORMANCE RESPONSIBILITIES:

1. Interprets and enforces district policies and administrative regulations.
2. Directs the selection and supervision of all 7-12 school personnel.
3. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
4. Organizes and administers the public relations program for the school.
5. Supervises and coordinates the daily use of the school facilities for both academic and nonacademic purposes.
6. Provides for adequate inventories of property and for the security and accountability of that property.
7. Develops the 7-12 master teaching schedule and any special assignments.
8. Prepares and administers the 7-12 school budget and supervises school finances.
9. Supervises the completion and maintenance of all required records and reports.
10. Develops and maintains productive relationships with students and parents/guardians.
11. Supervises all activities related to the 7-12 co-curricular and extra-curricular programs.
12. Communicates with all 7-12 audiences including faculty/staff, students, parents and community members.
13. Serves as a member of committees and attends meetings as the superintendent shall direct.
14. Serves as an ex-officio member of all committees and councils within the 7 - 12 school.
15. Responds promptly to written and oral requests for information.
16. Keeps the supervisor informed of events and activities important to the Superintendent, School Board and community.
17. Assumes responsibility for his own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced

- courses, and the like.
18. Supervises and evaluates all staff members according to statute and Board policy.
 19. Maintains a culture of high expectations for staff and students
 20. Represents the 7 – 12 school at school and community events.
 21. Models the South Dakota Code of Ethics for all staff members.

TERMS OF EMPLOYMENT: Ten- twelve month contract based on district need. Salary and contract length to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by:
(Incumbent): _____ Date: _____

Adopted Date: 7/7/2016
Reviewed Date: April 13, 2020

ELEMENTARY PRINCIPAL JOB DESCRIPTION

TITLE:

- Elementary Principal (Grades Half-Day Kindergarten – 5)

QUALIFICATIONS:

- Required:
 - Possess and maintain proper certification as established by state law and the South Dakota Department of Education
- Desired:
 - Awareness of current educational trends and developments
 - Skills in training in teacher evaluation and instructional leadership
 - Strong interpersonal skills

REPORTS TO:

- Superintendent of Schools

SUPERVISES:

- Classroom teachers, classified staff and other staff as assigned

JOB GOAL:

- To use instructional leadership, supervision, and administrative skills to promote the educational development of all teachers and each student.

PERFORMANCE RESPONSIBILITIES:

1. Interprets and enforces district policies and administrative regulations.
2. Directs the selection and supervision of all elementary school personnel.
3. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
4. Organizes and administers the public relations program for the school.
5. Supervises and coordinates the daily use of the school facilities for both academic and nonacademic purposes.
6. Provides for adequate inventories of property and for the security and accountability of that property.
7. Develops the elementary master teaching schedule and any special assignments.
8. Prepares and administers the elementary school budget and supervises school finances.
9. Supervises the completion and maintenance of all required records and reports.
10. Develops and maintains productive relationships with students and parents/guardians.
11. Supervises all activities related to the elementary co-curricular and extra-curricular programs.
12. Communicates with all elementary audiences including faculty/staff, students, parents and community members.
13. Serves as a member of committees and attends meetings as the superintendent shall direct.
14. Serves as an ex-officio member of all committees and councils within the elementary school.
15. Responds promptly to written and oral requests for information.
16. Keeps the supervisor informed of events and activities important to the Superintendent,

School Board and community.

17. Assumes responsibility for her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses, and the like.
18. Supervises and evaluates all staff members according to statute and Board policy.
19. Maintains a culture of high expectations for staff and students
20. Represents the elementary school at school and community events.
21. Models the South Dakota Code of Ethics for all staff members.

TERMS OF EMPLOYMENT: Ten- twelve month contract based on district need. Salary and contract length to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by:
(Incumbent): _____ Date: _____

Adopted Date: 7/7/2016
Reviewed Date: April 13, 2020

PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance may be considered as one alternative for providing the desired service. The service may be provided consistent with budgetary appropriations.

All consultants will be approved by the Superintendent prior to the invitation and arrangement for visitation by such person or persons to the school district. Any proposed contracts with consultants will be submitted to the Board for approval.

Consultants, whether temporary, part-time or full-time will exercise no administrative authority over the work of employees in the district, but will act only as advisers in those fields in which they are qualified to offer expert assistance.

All supervision of employees will be in the hands of those to whom such responsibility has been specifically delegated by the Superintendent.

State Reference

SDCL 13-10-2

SDCL 13-8-39

Description

General power of school boards to employ personnel

Management of schools by board - general powers

Adopted Date: 05/14/2007

Review Date 7/7/16

Reviewed Date: April 13, 2020

SCHOOL DISTRICT ANNUAL REPORT

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 Secretary of the South Dakota Department of Education.

<u>State Reference</u>	<u>Description</u>
SDCL 13-13-37	Submission of final financial report
SDCL 13-8-47	Annual report to DOE

Adopted Date: 05/14/2007

Review Date 7/7/16

Revised Date: April 13, 2020