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| Oelrichs School District | SECTION C |
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GENERAL SCHOOL ADMINISTRATION

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QUALIFICATIONS AND DUTIES OF SUPERINTENDENT

The Superintendent shall be the chief executive officer of the District. The Superintendent is in charge of managing the school system and exercising those duties which are provided for by law and those which are specifically designated by the Board. The Superintendent shall be responsible for the efficient operation of the District.

I. Qualifications

- A. The Superintendent shall meet state certification requirements.
- B. In addition, the Board may establish criteria that exceed state requirements.

II. Duties of the Superintendent

A. Board Relations:

- 1. To assist the Board in the development of Board policy and to implement these policies in an effective manner.
- 2. To assist the Board in developing goals and annually assessing their achievement.
- 3. To organize and attend all regular meetings of the Board and those special meetings where his/her presence is required.
- 4. To offer recommendations and supporting data based upon study and analysis of the issues to the Board on all matters related to policy or the management and the current or future operation of the District. Legal recommendations will be sought as required.
- 5. To keep Board members informed of all matters that will assist them in fulfilling their roles. This includes assisting in orientation of new Board members District in its goal attainment.
- 6. To represent the District in interpreting existing policy and providing background information.

B. District Management:

- 1. To manage, organize, direct, supervise and evaluate the administrative, instructional and supportive staff; to provide for in-service training as needed.
- 2. To manage, organize, direct, supervise and evaluate the administrative, instructional and support programs.

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3. To define the organizational structure, subject to the approval of the Board, and establish the areas of accountability with delegated authority.
4. To maintain an ongoing needs assessment of District programs.

C. Educational Program:

1. To provide for the organization, planning, development, evaluation and reporting needed to establish and maintain an efficient and effective curriculum and instructional program.
2. Recommends to the Board all courses of study, curriculum guides and courses of study on a continuing basis.
3. To develop and maintain plans which coordinate and evaluate the development activities.
4. To develop and maintain appropriate support learning experiences emanating from the basic programs for vocational, disabled and gifted students.
5. Stay informed of modern educational concepts and practices.

D. Budget and Finance:

1. To plan, organize and recommend an annual budget to the Board for their review and approval which reflects the needs and priorities of the District within the limits of available funds and resources.
2. To administer account and control procedures.
3. To maintain a long-range plan for general funds and capital expenditures including school facilities.

E. Personnel Management:

1. To maintain an efficient and effective personnel operations program through the development and implementation of staffing policies and procedures.
2. To facilitate in-service training as needed.
3. To administer a process of evaluation for all District personnel.

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4. To ensure the collective bargaining process is fulfilled to reflect the direction established by the Board.
 - a. Ensure that grievances are processed properly.
 - b. Ensure that contracts/agreements are properly administered.
5. To initiate and direct the study and formulation of compensation plans and other personnel welfare matters and submit recommendations to the Board.

F. Support Services:

1. To maintain efficient and effective programs in the following areas:
 - a. Food services.
 - b. Printing.
 - c. Facilities planning.
 - d. Maintenance and custodial upkeep of buildings and grounds.
 - e. Transportation services.
 - f. Data management.

G. Student Services:

1. To maintain a guidance and counseling program which provides students with information essential to good academic, personal and career decisions.
2. To maintain efficient and effective psychological, social and health service programs.
3. To maintain student records in compliance with federal, state and Board requirements.

H. Community Relations/Communications:

1. To maintain a school-community relations program which provides information to the public about the policies, decisions and the general operations of the District.
2. To meet with individuals and groups, publicly and privately, to discuss and interpret the various aspects of the District's programs.
3. To maintain a system of communications which will enable the Board to be aware of public concerns.

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4. To meet with District staff throughout the year to facilitate two-way communications.

I. Policy Implementation:

1. The Superintendent has the responsibility to carry out the policies and regulations approved by the Board.
2. The Superintendent shall see that the policies and regulations are implemented in the District as the Board intended.

J. Professional Development Opportunities:

1. Upon the Boards approval, the Superintendent may set aside time each year to attend seminars, conferences or the like to stay abreast of educational trends and to gain new ideas for educational programs that would be advantageous to the District.
2. The Superintendent will participate actively in professional organizations that enhance his/her professional standing and development.

III. Board of Executive

- A. To serve at the direction of the Board and carry out all assignments which are requested.

IV. Advisory Committees

- A. The Superintendent shall have the authority to form advisory committees or councils of school employees and the public to advise the Superintendent in formulating plans and policies for carrying on the functions of the schools.

V. Delegation of Authority

- A. The Superintendent may delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except when statutes or resolutions of the Board prohibit the delegation of such authority.
- B. All reports or recommendations to the Board from any employee or committee person under the direction of the Superintendent shall be made to the Office of the Superintendent unless otherwise directed by the Board.

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RECRUITMENT AND APPOINTMENT OF SUPERINTENDENT

- I. The appointment of a Superintendent is a function of the Board. If a vacancy occurs, the Board will conduct an intensive search to find the person it believes can most effectively translate into action the philosophy and policies of the Board and the needs of the community and the professional staff.

- II. 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.

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SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

- I. The Board will endeavor to ensure the authority essential to fulfill the responsibilities of the position through an explicit contractual agreement with the Superintendent.
- II. The contract will meet the requirements of state law and will protect the rights of both the Board and the Superintendent.
- III. The terms of the contract will cover general responsibilities, professional activities, evaluations, salary, vacation, leave arrangements and other benefits as deemed appropriate by the Board. These and other terms of the contract must be mutually acceptable to the Board and Superintendent.

Legal References: SDCL §§3-10-2 et seq. 3-11-1 et seq. 3-12-46 et seq., 13-10-3, 13-10-4, 13-10-9

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EVALUATION OF THE SUPERINTENDENT

The Superintendent will be evaluated by the Board once each semester during the first three years of employment. Thereafter, the Superintendent's performance will be reviewed annually by Board.

Through this process the Board will strive to accomplish the following:

1. Clarify for the Superintendent his or her role in the school District as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his or her job description and the immediate priorities among his or her responsibilities as agreed upon by the Board and the Superintendent.
3. Develop harmonious working relationships between the Board and the Superintendent.
4. Provide administrative leadership of excellence for the school District.

Board consensus of the Superintendent's abilities and performance will be put in writing, made available to him or her, and discussed with him or her in an executive session. The evaluation will be used to improve the quality of administration and to determine future employment.

Legal References:

Adopted/Reviewed/Revised:

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EVALUATION OF THE SUPERINTENDENT FORM

Please complete the attached evaluation of the Superintendent. Your evaluation should reflect your perceptions of the Superintendent's performance relative to the three (3) areas of focus for the ____ - ____ school year. Please rate each area according to the assessment scale listed below.

Assessment Scale

- 4 Excellent effort and excellent results
- 3 Good effort and good results
- 2 Marginal effort and marginal results
- 1 Substantial improvement needed

When you have completed the numerical ranking of each area, you may wish to add written comments relative to the Superintendent's strengths or areas of growth or increased attention or emphasis on the back page of the evaluation document.

Goal #1: Building Staff and Personal Relationships

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|-----|---|---|---|---|---|
| 1. | Develops and executes sound personnel procedures | 4 | 3 | 2 | 1 |
| 2. | Treats personnel with respect and impartiality | 4 | 3 | 2 | 1 |
| 3. | Develops, maintains, and implements an annual system of personnel evaluation | 4 | 3 | 2 | 1 |
| 4. | Mentors new administration | 4 | 3 | 2 | 1 |
| 5. | Provides symbolic as well as actual education leadership for all District employees | 4 | 3 | 2 | 1 |
| 6. | Serves as a model for professionalism | 4 | 3 | 2 | 1 |
| 7. | Exercises sound professional judgment that reflects self-confidence and maturity | 4 | 3 | 2 | 1 |
| 8. | Devotes the time and energy necessary to fulfill the duties of the position | 4 | 3 | 2 | 1 |
| 9. | Work cooperatively with individuals and groups | 4 | 3 | 2 | 1 |
| 10. | Exhibits poise and a pleasant demeanor when faced with unpleasant or stressful situations | 4 | 3 | 2 | 1 |

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| 11. | Exerts strong educational leadership, develops a management team, and delegates responsibilities | 4 | 3 | 2 | 1 |
| 12. | Establishes and maintains rapport with staff and students | 4 | 3 | 2 | 1 |
| 13. | Leads others without having to exercise authority | 4 | 3 | 2 | 1 |
| 14. | Displays openness to new ideas and suggestions, accepting and benefitting from advice | 4 | 3 | 2 | 1 |

Goal #2: Demonstrates Improvement of Student Performance

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|-----|--|---|---|---|---|
| 1. | School goals are the result of need assessment, analysis of student test scores and other data | 4 | 3 | 2 | 1 |
| 2. | Identifies and facilitates instruction and student achievement as a focal point of the school District | 4 | 3 | 2 | 1 |
| 3. | Works with the staff to develop a program to recognize academic achievement | 4 | 3 | 2 | 1 |
| 4. | Works with staff to assure that all learners are involved in the learning process | 4 | 3 | 2 | 1 |
| 5. | Assists the staff in monitoring student progress | 4 | 3 | 2 | 1 |
| 6. | Provides a pleasant, safe, and orderly climate for learning | 4 | 3 | 2 | 1 |
| 7. | Keeps the Board informed about the program of instruction and plans for school improvement | 4 | 3 | 2 | 1 |
| 8. | Works with the staff in collegial and nonthreatening ways to promote and improve instruction | 4 | 3 | 2 | 1 |
| 9. | Promotes programs for staff growth and development | 4 | 3 | 2 | 1 |
| 10. | Communicates to Board and public regarding student achievement | 4 | 3 | 2 | 1 |
| 11. | Involves faculty and stakeholders to align curriculum, instruction, and assessment | 4 | 3 | 2 | 1 |

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Goal #3: Facilities – Plans for Improvement

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| 1. | Informs the Board regarding equipment, plant, and the facilities needs and current status | 4 | 3 | 2 | 1 |
| 2. | Demonstrates both short and long range planning on capital outlay projects | 4 | 3 | 2 | 1 |
| 3. | Provides leadership for facility improvement of the District | 4 | 3 | 2 | 1 |
| 4. | Works efficiently and aggressively for the best Interests of the District | 4 | 3 | 2 | 1 |
| 5. | Provides innovative leadership and direction in budget management | 4 | 3 | 2 | 1 |
| 6. | Is responsive to concerns of Board members | 4 | 3 | 2 | 1 |
| 7. | Meets with custodians, bus drivers, and other staff members, who are responsible for facility maintenance | 4 | 3 | 2 | 1 |
| 8. | Organizes and actively encourages a five (5) year plan for textbooks and computer replacement | 4 | 3 | 2 | 1 |

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SUPERINTENDENT'S EVALUATION

Comments by the Board of Education:

Comments for change or improvement:

Employment Recommendation

- _____ Recommended for continued employment
- _____ Recommended for continued employment with qualifications
- _____ Not recommended for continued employment

Comments:

Signature does not indicate agreement with the evaluation, but does verify knowledge of the report.

Superintendent's Signature _____ Date _____

Board President's Signature _____ Date _____

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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.

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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 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.

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POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through administrative regulations, the policies established by the Board.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient school system. Consequently, it is assumed that all Board employees and students will willingly carry them out.

There are activities that are common to all departments and school levels but procedures for conducting them may vary from unit to unit. Principals and department heads will establish procedures for conducting activities within their individual units within the larger framework of administrative regulations and Board policies.

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DEVELOPMENT OF ADMINISTRATIVE RULES

- I. The Board delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the District will be operated in accordance with Board policy. These detailed arrangements constitute the administrative rules governing the District.
- II. In the development of administrative rules, the Superintendent will involve at the planning stage those who would be primarily affected by the rules.

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APPROVAL OF HANDBOOKS AND DIRECTIVES

To make pertinent Board policies, administrative rules or school rules/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. All handbooks should be approved prior to publication by the Superintendent.

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PROGRAM CONSULTANTS

Program consultants may be hired in situations where specialized knowledge and/or technical skills are needed that cannot be supplied by regular staff positions. Consulting services may be provided consistent with budgetary appropriations. Consultants exercise no administrative authority over District employees, but act only as advisors.

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.

Legal References: SDCL §§13-8-39; 13-10-2; 13-20-1

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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.

Legal References: SDCL §§ 13-8-47; 13-13-37

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