

PLENTYWOOD SCHOOL DISTRICT

6000 SERIES ADMINISTRATION

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Plentywood School District

ADMINISTRATIVE

6000

Goals

The administrative staff's primary functions are to manage the District and to facilitate the implementation of a quality educational program. It is the goal of the Board that the administrative organization:

1. Provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
2. Provide effective and responsive communication with staff, students, parents, and other citizens; and
3. Foster staff initiative and rapport.

The District's administrative organization will be designed so that all divisions and departments of the District are part of a single system guided by Board policies implemented through the Superintendent. Principals and other administrators are expected to administer their facilities in accordance with Board policy and the Superintendent's rules and procedures.

Policy History:

Adopted on: 02/10/98

Revised on: 08/22/08

Plentywood School District

ADMINISTRATION

6110

Superintendent

Duties and Authorities

The Superintendent is the District’s executive officer and is responsible for the administration and management of District schools, in accordance with Board policies and directives and state and federal law. The Superintendent is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities; however, delegation of a power or duty does not relieve the Superintendent of responsibility for that which was delegated.

Qualifications and Appointment

The Superintendent will have the experience and skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent must be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or considered appropriately assigned if the Superintendent is enrolled in an internship program as defined in ARM 10.55.602 and meets the requirements of ARM 10.55.607 and ARM 10.55.702.

Evaluation

At least annually the Board will evaluate the performance of the Superintendent, using standards and objectives developed by the Superintendent and the Board, which are consistent with District mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation will include a discussion of professional strengths, as well as performance areas needing improvement.

Compensation and Benefits

The Board and the Superintendent will enter into a contract which conforms to this policy and state law. The contract will govern the employment relationship between the Board and the Superintendent.

Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	ARM 10.55.602	Definition of Internship
	ARM 10.55.607	Internships
	ARM 10.55.702	Licensure and Duties of District Administrator – District Superintendent

Policy History:

Adopted on: 02/10/98
Reviewed on: 08/18/08
Revised on: 07/09/02, 08/13/03, 08/18/14

Plentywood K-12 Schools

ADMINISTRATION

6110P

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Superintendent

The Board will:	The Superintendent will:
Select the Superintendent and delegate to him/her all necessary administrative powers.	Serve as chief executive officer of the District.
Adopt policies for the operations of the school system and review administrative procedures.	Recommend policies or policy changes to the Board and develop procedures which implement Board policy.
Formulate a statement of goals reflecting the philosophy of the District.	Provide leadership in the development, operation, supervision, and evaluation of the educational program.
Adopt annual objectives for improvement of the District.	Recommend annual objectives for improvement of the District.
Approve courses of study.	Recommend courses of study.
Approve textbooks.	Recommend textbooks.
Approve the annual budget.	Prepare and submit the annual budget.
Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.	Recommend candidates for employment as certificated and classified staff.
Authorize the allocation of certificated and classified staff.	Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the approval of the Board.
Approve contracts for major construction, remodeling, or maintenance.	Recommend contracts for major construction, remodeling, or maintenance.
Approve payment of vouchers and payroll.	Recommend payment of vouchers and payroll.
Approve proposed major changes of school plant and facilities.	Prepare reports regarding school plant and facilities needs.

The Board will:	The Superintendent will:
Approve collective bargaining agreements.	Supervise negotiation of collective bargaining agreements.
Assure that appropriate criteria and processes for evaluating staff are in place.	Establish criteria and processes for evaluating staff.
Appoint citizens and staff to serve on special Board committees, if necessary.	Recommend formation of <i>ad hoc</i> citizens' committees.
Conduct regular meetings.	As necessary, attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees, and provide administrative recommendations on each item of business considered by each of these groups.
Serve as final arbitrator for staff, citizens, and students.	Inform the Board of appeals and implement any such forthcoming Board decisions.
Promptly refer to the Superintendent all criticisms, complaints, and suggestions called to its attention.	Respond and take action on all criticism, complaints, and suggestions, as appropriate.
Authorize the ongoing professional enrichment of its administrative leader, as feasible.	Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.	Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

NOTE: A copy of the Superintendent's evaluation tool and job description may be included.

Legal Reference: ARM 10.55.701 Board of Trustees

Procedure History:

Promulgated on: 08/22/08

Reviewed on:

Revised on: 07/08/19

ADMINISTRATION

Evaluation of the Superintendent

The Superintendent shall be evaluated on the basis of specific Board/Superintendent-developed performance objectives and the job description for the position of Superintendent.

Each year, the Board shall conduct a formal evaluation session with the Superintendent. The following form shall provide an outline for the evaluation session.

In their discussion, the trustees shall arrive at a composite Board evaluation of the Superintendent. A written composite, signed by the members of the Board, shall be presented to the Superintendent in the executive session. This written evaluation shall be supplemented by a discussion.

Individual evaluation forms shall be turned over to the Board Chair, who shall then meet with the Vice-Chair to compile the results and prepare a composite evaluation. The composite evaluation, together with all written comments, shall be provided to all Board members for review prior to the conference with the Superintendent.

- TITLE: Superintendent of Schools
- QUALIFICATIONS:
1. Experience in teaching and school administration totaling at least ten 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 superintendent's license issued by the State Board of Education.
 4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- REPORTS TO: Board of Trustees
- SUPERVISES: Directly or indirectly, every district employee.
- JOB GOAL: To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.

EVALUATION:

Board Members are encouraged to conduct the evaluation fairly and objectively by:

1. Giving the evaluation the attention it deserves.
2. Maintaining a respectful, professional process.
3. Focusing on the standards and indicators (not personality).
4. Asking the Superintendent to conduct a self-evaluation.
5. Identifying strengths in performance to build upon.
6. Addressing poor results with specific examples, tact and constructive criticism.
7. Giving recommendations for corrective action where needed.
8. Going beyond conclusion reporting by considering a problem-solving focus.
9. Encouraging a professional development plan.
10. Concluding the evaluation by outlining priority objectives for the upcoming year.

The Superintendent will be evaluated on the following domains:

1. Board Governance & Policy
2. Communication & Community Relations
3. Operations, Resource & Personnel Management
4. Vision, Culture & Instructional Leadership
5. Professional Leadership

The rating scale is interpreted in the following manner:

1	Does Not Meet Expectations¹	The Superintendent does not adequately fulfill responsibilities, resulting in inferior work performance and negatively influencing district goals and priorities.
2	Meets Some Expectations	The Superintendent inconsistently meets standards resulting in less than quality work performance where district goals and priorities need improvement.
3	Meets Expectations	The performance of the Superintendent consistently fulfills standards resulting in quality work that affects district goals and priorities in a positive manner.
4	Exceeds Expectations	The Superintendent surpasses required standards and consistently produces exemplary work that optimizes district goals and priorities.
5	Far Exceeds Expectations¹	The Superintendent far surpasses required standards, consistently produces exemplary work, and is sought as an example to other area leaders.
N/O	Not Observed	The evaluator has not observed the Superintendent in an area of focus or does not have enough information to make an informed assessment.

¹If the category of ‘Does Not Meet Expectations’ or ‘Far Exceeds Expectations’ is selected as the level of performance of the Superintendent the Trustee is required to provide specific examples explaining the selection.

Trustees are encouraged to provide comments for each evaluation domain.

1.0 Board Governance & Policy

The Superintendent works effectively with the School Board, exhibits a shared understanding of Board and Superintendent roles, leads and manages the district consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Standards	1	2	3	4	5	N/O
1.1 Meeting materials are provided with background information and previous action included. Recommendations are included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Keeps the Board informed with appropriate information as needed so it may perform its responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Provides members with information regarding Board development opportunities when they arise and budgets for Board development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Interprets and executes the intent of board policies and advises the Board on the need for new and/or revised policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Works collaboratively with the Board to shape District vision, mission, and goals with measurable objectives of high expectations for student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7 Feels free to maintain his/her opinion to matters under discussion by the Board, until an official decision has been reached after which he/she supports the decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artifacts that may serve as evidence of performance in this domain: Timeliness of Board Packets -- School Improvement Plans -- External Reviews and Audits -- District Strategic Plan -- Board Meeting Agendas -- Communications Copies of District Procedures & Publications						
Evaluator Comments: (Identify strengths or recommendations for improvement)						

2.0 Communication and Community Relations

The Superintendent establishes effective communication with students, parents, staff, and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Standards	1	2	3	4	5	N/O
2.1 Strives to build a strong, positive community attitude towards the school system.	○	○	○	○	○	○
2.2 Communicates key information to all stakeholders.	○	○	○	○	○	○
2.3 Works collaboratively with staff and community members to secure resources and effective partnerships to support district goals and student success.	○	○	○	○	○	○
2.4 Establishes effective communication within the district and promotes positive interpersonal relations among staff.	○	○	○	○	○	○
2.5 Creates an atmosphere of trust and respect with staff families and community members.	○	○	○	○	○	○
2.6 Regularly visits buildings/classrooms.	○	○	○	○	○	○
Artifacts that may serve as evidence of performance in this domain:						
Third -party survey data -- Hiring process documentation -- Personnel policies and procedures -- District website -- Newsletters and other public engagement documents designed to strengthen connections with the community -- Accounts of school and district accomplishments in various forms of public media -- Membership and participation with national, state and community organizations						
Evaluator Comments: (Identify strengths or recommendations for improvement)						

3.0 Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the district, and implement sound personnel practices.

Professional Standards	1	2	3	4	5	N/O
3.1 Develops and assures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations.	○	○	○	○	○	○
3.2 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified teachers, administrators, and personnel.	○	○	○	○	○	○
3.3 Aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines.	○	○	○	○	○	○
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the district's current fiscal position and future needs.	○	○	○	○	○	○
3.5 Stays informed of facilities use and needs and makes facilities recommendations as needed to the board, promotes safety across the district, and ensures a facilities management plan is in place for future needs.	○	○	○	○	○	○
3.6 Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district.	○	○	○	○	○	○
Artifacts that may serve as evidence of performance in this domain: District strategic plan -- Recruitment and retention data -- Technology plan -- External audit -- End of year budget status report -- Staff attendance rates and turnover --District leadership development and succession plan						
Evaluator Comments: (Identify strengths or recommendations for improvement)						

4.0 Vision, Culture & Instructional Leadership

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.

Professional Standards	1	2	3	4	5	N/O
4.1 Leads and supports the use of data informed instruction for administrators and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Demonstrates an understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 District goals are aligned throughout the district with a focused plan for student achievement and school improvement supported by resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Ensures staff have district-specific professional development that directly enhances their performance and improves student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Sets self-improvement goals and supplies learning from professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artifacts that may serve as evidence of performance in this domain: District strategic plan -- School improvement plan -- Leadership team agenda -- Student performance goals -- Student performance data -- Use of formative assessment to impact instruction -- Graduation rates, % of students going to college						
Evaluator Comments: (Identify strengths or recommendations for improvement)						

5.0 Professional Leadership

The Superintendent promotes the success of every student and every staff member by acting with integrity, fairness and in an ethical manner.

Professional Standards	1	2	3	4	5	N/O
5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 Maintains a caring and professional relationship with staff, grounded in shared values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community and respects divergent opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 Demonstrates a high level of self-awareness and improves upon professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 Maintains his/her professional development by reading, coursework, conference attendance, working on professional committees, visiting other districts, and meeting other Superintendents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artifacts that may serve as evidence of performance in this domain: Parent, community, and staff survey data -- Teacher, administration, and staff retention data -- Ability to confront conflict and build consensus -- Shared decision making --Outreach efforts -- School Board policies -- Minutes and reports -- Superintendent's performance goals						
Evaluator Comments: (Identify strengths or recommendations for improvement)						

PHYSICAL REQUIREMENTS/WORKING CONDITIONS:

The physical demands, work environment characteristics, and mental/motor demands associated within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

TERMS OF EMPLOYMENT: Twelve months a year. Salary to be set by the Board of Trustees.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of Board Policy on Evaluation of the Superintendent.

Approved by:

_____ Superintendent	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date

Procedure History:

Promulgated on: 02/10/98

Reviewed on:

Revised on: 03/21/22

Plentywood School District

ADMINISTRATION

6121

District Organization

The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed except in unusual situations.

The organization of District positions of employment for purposes of supervision, services, leadership, administration of Board policy, and all other operational tasks shall be on a “line and staff” basis. District personnel occupying these positions of employment shall carry out their duties and responsibilities on the basis of line and staff organizations.

Policy History:

Adopted on: 02/10/98

Revised on:

Reviewed on: 08/18/08

Plentywood School District

ADMINISTRATION

6140

Duties and Qualifications of Administrative Staff Other Than Superintendent

Duty and Authority

As authorized by the Superintendent, administrative staff will have full responsibility for day-to-day administration of the area to which they are assigned. Administrative staff are governed by Board policies and are responsible for implementing administrative procedures relating to their assigned responsibilities.

Each administrator’s duties and responsibilities will be set forth in a job description for that particular position.

Qualifications

All administrative personnel must be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules, or be considered appropriately assigned if the administrator is enrolled in an internship as defined in ARM 10.55.602 and meets the requirements of ARM 10.55.607, and must meet other qualifications as specified in their position’s job description.

Administrative Work Year

The administrators’ work year will correspond with the District’s fiscal year, unless otherwise stated in an employment agreement. In addition to legal holidays, the administrators will have vacation periods as approved by the Superintendent.

Compensation and Benefits

Administrators will receive compensation and benefits as stated in their employment agreements.

Legal Reference:	§ 20-4-401, MCA	Appointment and dismissal of district superintendent or county high school principal
	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	10.55.701, ARM	Board of Trustees
	ARM 10.55.602	Definition of Internship
	ARM 10.55.607	Internships

Policy History:

Adopted on: 02/10/98

Reviewed on:

Revised on: 08/22/08, 08/18/14

Plentywood School District

ADMINISTRATION

6141

Employment Restrictions for Administrative Personnel

Time taken from the regularly assigned work schedule for such paid activities as consulting, college teaching, lecturing, etc., shall be subject to prior approval by the Superintendent.

The amount of time lost to the District will be, but is not restricted to be: deducted from vacation time; granted as additional personal leave as specified by a written contract; or that time prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

Time taken from the regularly assigned work schedule for non-paid activities shall follow the format established above.

Policy History:

Adopted on: 02/10/98

Revised on:

Reviewed on: 08/18/08

Plentywood School District

ADMINISTRATION

6210

Principals and Evaluation

Building Principals are the chief administrators of their assigned schools. The primary responsibility of Building Principals is the development and improvement of instruction. The majority of the Principal's time shall be spent on curriculum and staff development through formal and informal activities, establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents and teachers. Building Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community. Principals will be evaluated on their instructional leadership ability and their ability to maintain a positive education and learning environment.

Cross Reference: #5254 Non-renewal
 #5255 Disciplining action or dismissal

Legal Reference: § 20-4-403, MCA Powers and duties of principal
 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: 02/10/98

Revised on:

Reviewed on: 08/18/08

Plentywood School District

ADMINISTRATION

6310

Internships

The Board recognizes the need to provide training opportunities for prospective administrators. Internships for those who are in the process of acquiring administrative credentials shall be considered and approved on an individual basis. The Superintendent or designee and the District administrator involved will review the internship proposal with the candidate and the university representative much in the same manner as student teachers are assigned.

Policy History:

Adopted on: 02/10/98

Revised on:

Reviewed on: 08/18/08

Plentywood School District

ADMINISTRATION

6410

Evaluation of Administrative Staff

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation shall be based on his/her job description, accomplishment of annual goals and performance objectives, and established evaluative criteria.

The Superintendent shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the District. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to his/her evaluation following the conference.

Cross Reference: #5254 Nonrenewal
 #5255 Disciplinary action or dismissal

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: 02/10/98

Revised on:

Reviewed on: 08/18/08
Plentywood School District

ADMINISTRATION

6420

Professional Growth and Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the needs of the District. Each year the Superintendent should develop an administrative in-service program based upon the needs of the District, as well as the needs of individual administrators.

Administrative staff is encouraged to be member of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Legal Reference: § 20-1-304, MCA Pupil-instruction-related day

Policy History:

Adopted on: 02/10/98

Revised on:

Reviewed on: 08/18/08