

SECTION C: GENERAL SCHOOL ADMINISTRATION

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CBG	Evaluation of the Superintendent
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SCHOOL SUPERINTENDENT

The superintendent of schools shall be the chief executive officer of the Board of Education and the administrative head of all divisions and departments of the Orearville R-IV School District. The superintendent shall be responsible to the Board for the execution of its policies and regulations. The superintendent shall be the Board's representative and the channel through which all directives from the Board to its employees or students shall be communicated. The superintendent may also give directives for the management of the school district to employees and students on points not covered by the adopted Board policies and regulations. Such directives shall be valid unless disapproved by the Board.

The superintendent is charged with creating, implementing and maintaining written administrative procedures to provide guidance on policy implementation to the district. Administrative procedures must be consistent with the adopted policies of the Board in every respect. While the Board may wish to periodically review these procedures, the administration has the authority to make modifications to procedures without Board approval, unless otherwise instructed by the Board.

The superintendent shall be held accountable to the Board for all aspects of school district administration. The execution of all decisions made by the Board concerning the internal operation of the school district shall be delegated to the superintendent. The superintendent shall then be responsible for the delegation of responsibility and authority for the operation of the various functions of the district.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Legal Refs: " 168.191, .201, RSMo.

Orearville R-IV School District, Slater, Missouri

RECRUITMENT AND APPOINTMENT OF THE SUPERINTENDENT

The Board of Education is solely responsible for the recruitment, selection and appointment of the superintendent of schools. The Board will conduct an active search to find the individual believed most capable of putting into action the policies of the Board, while it remains cognizant of the aspirations of the community, and of the professional and support staff.

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

A vote of the majority of the whole Board will be required for the appointment of the superintendent.

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Adopted:

Revised:

Legal Refs: §§ 162.301, 168.191, .201, RSMo.

Orearville R-IV School District, Slater, Missouri

SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

The Board of Education may employ a superintendent of schools for a contract not to exceed three (3) years. The superintendent shall be employed on a 12-month basis.

Employment will be secured through a written contract, which will state the terms of the appointment, compensation, vacation time, benefits and other conditions of employment. The superintendent's contract shall be reviewed annually, and may be extended at the discretion of the Board.

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Adopted:

Revised:

Cross Refs: GCPF, Renewal of Professional Staff Members

Legal Refs: 29 U.S.C. § 633a
§§ 168.191, .201, 432.080, RSMo.

Orearville R-IV School District, Slater, Missouri

EVALUATION OF THE SUPERINTENDENT

The Board of Education will annually complete a summative evaluation of the superintendent's performance using an evaluation instrument reflecting the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education (State Board). Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;
2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;
3. Provide for the accurate and appropriate accumulation of performance data;
4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;
5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;
6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and
7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of the superintendent in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

Standards-Based Evaluation

The Board will measure performance based on the Missouri Superintendent Standards adopted by the State Board. In accordance with these standards, the superintendent demonstrates the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.
5. Acting with integrity, responsibility and in an ethical manner.
6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.
7. Remaining current on best practices in education administration and school-related areas as evidenced by establishing a plan for his or her professional development each year.

Evaluation Process

Formative Evaluation

The purpose of the formative evaluation is to provide the superintendent information and feedback designed to improve his or her effectiveness as superintendent. The Board and superintendent will meet regularly during the formative evaluation period to discuss the superintendent's progress toward identified areas of focus or quality indicators.

The superintendent and Board will jointly identify two or three areas of focus or quality indicators based on the Missouri Superintendent Standards for the upcoming year's evaluation. At least one indicator will address student growth as demonstrated by districtwide student growth data. These decisions will be made within the first six weeks of employment for a new superintendent and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning superintendent.

Chosen areas of focus or quality indicators must be aligned with the district's current CSIP. The areas of focus or quality indicators may be changed throughout the year as circumstances dictate.

At the request of the Board, the superintendent will regularly, but at least twice prior to the summative evaluation, report progress on all chosen areas of focus or quality indicators. The report will include specific evidence supporting the superintendent's progress.

After each report the Board will consider the evidence presented, may request additional evidence and will record the progress made on the formative evaluation form.

Summative Evaluation

The summative evaluation incorporates all the evidence accumulated through the formative evaluation process to determine the superintendent's level of growth in the identified areas of focus or quality indicators. It reflects the Board's final assessment of the superintendent's performance for the evaluation period.

The Board will meet prior to the superintendent's summative evaluation. Each Board member will prepare an individual assessment of the superintendent's progress on the selected areas of focus or quality indicators and any other issues that arose during the formative evaluation process. During the meeting, members will reach a consensus regarding the superintendent's progress based on the individual evaluations contributed by each member. The Board president will create a consensus evaluation, provide a copy to each Board member and the superintendent, and then destroy the individual evaluations.

The superintendent and the Board will meet to discuss the results of the summative evaluation. The superintendent will be provided a copy of the evaluation and given the opportunity to respond in writing to any item on the evaluation.

Additional Evaluation Factors

Nothing in this evaluation process prevents the Board from addressing additional concerns related to the superintendent's performance as they arise throughout the year. Board members with concerns are required to share those concerns with the rest of the Board at the first opportunity. The Board will then determine whether the concern requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate.

Evaluation Records

The summative evaluation and any written responses by the superintendent will be maintained in the superintendent's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted:

Revised:

Cross Refs: GBL, Personnel Records

Legal Refs: " 161.855, 168.201, .410, RSMo.
5 C.S.R. 20 - 400.375

Orearville R-IV School District, Slater, Missouri

SCHOOL BUILDING ADMINISTRATION

The Board of Education affirms the rights and responsibilities of the building principals and directors for the administration of their various programs and buildings within the broad scope of the adopted Board policies, rules and procedures.

Acting with the approval of the superintendent, each principal or director will be the chief administrator of his or her school, and shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and persons hired to perform special tasks. Staff members who work in more than one school will be responsible to the principal or director of the school during their time in that building.

The principal or director is charged with the supervision and direction of the staff and the students assigned to the building, as well as with the care of the school facility and its equipment. The principal or director will ensure that the Board policies, rules, and procedures, as well as the directives of the superintendent and the guidelines for the instructional program are observed. Within the framework of Board policies and the general rules and procedures established by the superintendent, the principal or director may implement and enforce additional procedures as deemed advisable for efficient operation of the school.

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Adopted:

Revised:

Legal Refs: § 168.201, RSMo.

Orearville R-IV School District, Slater, Missouri

EVALUATION OF PRINCIPALS

The superintendent or designee ("evaluator") will annually evaluate the performance of principals in the district using an evaluation instrument incorporating the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education. Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;
2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;
3. Be aligned with the probation period for the educator as specified in state law and provide for the accurate and appropriate accumulation of performance data;
4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;
5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;
6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and
7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of principals in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered. The term "principal" also includes assistant principals.

The superintendent or designee may use the evaluation process described in this policy for the evaluation of other administrators, if appropriate.

Standards-Based Evaluation

The evaluator will measure performance based on the Missouri Leader Standards. In accordance with these standards, detailed below, the leader must demonstrate the knowledge and ability to ensure the success of all students.

These standards emphasize the principal as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve his or her leadership practice to provide for high academic achievement for all students. In accordance with these standards, the principal demonstrates the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity and in an ethical manner.
6. Remaining current on best practices in education administration and school-related areas as evidenced by his or her annual professional development plan.

Evaluation Records

The summative evaluation and any written responses by the principal will be maintained in the principal's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

Evaluation Process

The superintendent will create a procedure for implementing the principal evaluation process.

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Revised:

Cross Refs: GBL, Personnel Records

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Revised:

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5 C.S.R. 20 - 400.375

Orearville R-IV School District, Slater, Missouri

POLICY IMPLEMENTATION AND DISSEMINATION

The policies adopted by the Board and the procedures and directives developed by the superintendent to implement policies are designed to achieve an effective and efficient school system. All Board members, employees, students and patrons are required to follow the Board of Education's policies and the district's rules and procedures. The superintendent, administrators and supervisors of the district are required to implement and enforce Board policies and administrative procedures. Questions regarding the interpretation of a policy or procedure will be directed to the superintendent and, if necessary, to the Board.

An essential job responsibility of the superintendent and administrative staff is to assist the Board in timely review and revision of Board policies so that the policies support the best academic practices, address district concerns and accurately guide the district's operations. The superintendent is also responsible, with the assistance of the administrative staff, for developing and implementing administrative procedures and forms to further carry out the directives in Board policy.

Policies adopted by the Board and administrative procedures and forms approved by the superintendent will be included in an official Board policy manual and administrative procedures and forms manual that will minimally be maintained at the central office. Once adopted, the superintendent is directed to inform district staff about the Board policies and administrative procedures and forms they are expected to use and follow, including any changes to these documents. Board policies and related documents, including current versions of district handbooks, will be posted on the district's website. Current copies of Board policies and administrative procedures will also be available from the superintendent's office upon request.

Staff, student and parent/guardian handbooks may also be used for disseminating policies and procedures to persons directly affected by them. All district handbooks, directives, guidance or other information disseminated to parents, students, staff or patrons must accurately reflect, and not contradict, the current applicable Board policies and administrative procedures.

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Adopted:

Revised:

FILE: CH
Critical

Cross Refs: BDDL, Release of Information
BF, School Board Policy Process
KB, Public Information Program

Legal Refs: " 162.208, 171.011, RSMo.

Orearville R-IV School District, Slater, Missouri

HANDBOOKS

The Board of Education recognizes the importance of parent/guardian, staff and student handbooks that accurately convey the policies, procedures and rules of the district to the individuals affected by them. The Board charges the administration with the responsibility for creating, revising, maintaining and disseminating such handbooks in accordance with Board policies and administrative procedures.

The superintendent is charged with responsibility for staff handbooks, and building principals are charged with responsibility for parent/guardian and student handbooks. The superintendent will approve all handbooks before publication, and all published handbooks will be made available to the Board.

Administrators must ensure that handbooks do not conflict with the language or intent of policies, regulations or procedures. In the event of a discrepancy between handbooks and other written district materials, Board policies and administrative procedures will take precedence. All handbooks shall be reviewed annually and revised if necessary. Each handbook will be posted on the district's website in accordance with law.

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Adopted:

Revised:

Legal Refs: ' 162.208, RSMo.

Orearville R-IV School District, Slater, Missouri

