

SIDNEY SCHOOL DISTRICT

6000 Series

ADMINISTRATION

SIDNEY SCHOOL DISTRICT

6000 SERIES ADMINISTRATION

TABLE OF CONTENTS

6000	<u>Goals</u>
6110	<u>Superintendent</u>
6110P	<u>Evaluation of the Superintendent</u>
6121	<u>District Organization</u>
6140	<u>Administrative Personnel Other Than the Superintendent</u>
6141	<u>Employment Restrictions for Administrative Personnel</u>
6210	<u>Principals and Evaluation</u>
6410	<u>Evaluation of Administrative Staff</u>
6420	<u>Professional Growth and Development</u>

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: 11/9/98

Reviewed on: 6/7/2016

Revised on: 7/1/2016

[Back to Index](#)

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: 11/9/98

Reviewed on: 3/4/2014

Revised on: 12/11/07, 7/01/2014

[Back to Index](#)

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 attached 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.

Quarterly Meetings

The quarterly meetings are designed to provide the Board with an opportunity to inquire about progress toward achieving established goals and conduct periodic reviews of the performance of the Superintendent. The purposes of the quarterly meetings are as follows:

- By January 15th the Board conducts the formal performance evaluation of the Superintendent of Schools and the Superintendent provides a report to the Board regarding goal attainment. A written summary of the evaluation will be provided to the Superintendent and a copy will be placed in the personnel file of the Superintendent.
- By April 15th a final report of goal attainment will be provided by the Superintendent. Additionally, the Board and Superintendent will discuss and establish goals for the upcoming school year.
- By July 15th the Superintendent meets with the Board to discuss progress on achieving the goals and receive input from the Board.
- By October 15th the Superintendent meets with the Board to discuss progress on achieving the goals and receive input from the Board.

Board Training

The Board will annually receive training in evaluation of the Superintendent that will occur no later than the regular School Board meeting or appropriate committee meeting in the month of June in each calendar year.

NOTE: An evaluation process requires a job description for the Superintendent.

Superintendent The Board will:

Select the Superintendent and delegate to him/her all necessary administrative powers.

Adopt policies for the operations of the school system and review administrative procedures.

Formulate a statement of goals reflecting the philosophy of the District.

Adopt annual objectives for improvement of the District.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.

Authorize the allocation of certificated and classified staff.

Approve contracts for major construction, remodeling, or maintenance.

Approve payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

The Superintendent will:

Serve as chief executive officer of the District.

Recommend policies or policy changes to the Board and develop procedures which implement Board policy.

Provide leadership in the development, operation, supervision, and evaluation of the educational program.

Recommend annual objectives for improvement of the District.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

Recommend candidates for employment as 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.

Recommend contracts for major construction, remodeling, or maintenance.

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and facilities needs.

Sidney Public Schools Superintendent Evaluation Form

Montana State law and the adopted policies of the Sidney Public Schools require the Board of Trustees to conduct an evaluation of the Superintendent of Schools. These procedures shall include performance statements dealing with policy and governance; planning and assessment; instructional leadership; organizational management; communications and community relations and professionalism. This process of performance evaluation is centered on the work of DiPaola and Stronge (2003).

In 2003 DiPaola and Stronge identified six professional **Domains** for trustees to utilize in evaluating the Superintendent of Schools. Within the six Domains are performance standards and performance indicators to assist the Trustees in conducting the evaluation. **Performance standards** describe the standards for superintendents and guarantee the superintendent is evaluated based on what he/she was hired to accomplish. **Performance Indicators** describe, in observable behaviors, the types and quality of performance associated with the major job responsibilities (performance standards). The six Domains are presented together with the standards and examples of the performance indicators associated with each standard. The Domains, Standards and Indicators developed by DiPaola and Stronge will be utilized to conduct the evaluation of the Superintendent of Schools and are intended to address the requirements of the adopted Sidney Public Schools policies.

The rating scale is interpreted in the following manner:

Value	Rating Descriptor	Definition
4	Exceeds Criteria/ Expectations	The superintendent surpasses required standards, consistently producing exemplary work that optimizes district goals and priorities
3	Meets Criteria/ Expectations	The performance of the superintendent consistently fulfills standards resulting in quality work that affects district goals and priorities in a positive manner. This rating is a high performance standard and is expected of all superintendents.
2	Needs Improvement/ Requires Assistance**	The superintendent inconsistently meets standards resulting in less than quality work performance where district goals and priorities need improvement.
1	Unsatisfactory**	The superintendent does not adequately fulfill responsibilities, resulting in inferior work performance and negatively influencing district goals and priorities.

**If the category of Needs Assistance or Unsatisfactory is selected as the level of performance for the Superintendent of Schools the trustee is required to provide specific examples explaining the area of concern. Trustees are encouraged to provide comments when responding to each performance standard.

The following form is to be completed by the Sidney School Board on an annual basis to document the performance of the Superintendent of Schools based on the following Domains, Standards and Indicators.

Superintendent Evaluation Form

Name: _____ Date: _____ Years in District: _____
 Evaluator: Sidney School Board School Year: _____

Domain G: Policy and Governance	Rubric Value (Circle One)			
G-1. The superintendent works with the school board to develop and implement policies that define organizational expectations.	Exceeds 4	3	2	Unsatisfactory 1
G-2. The superintendent functions as the primary instructional leader for the school district, relying on support from staff as necessary when advising the school board.	Exceeds 4	3	2	Unsatisfactory 1
G-3. The superintendent oversees the administration of the school district's day-to-day operations.	Exceeds 4	3	2	Unsatisfactory 1
G-4. The superintendent works with all individuals, groups, agencies, committees and organizations to provide and maintain schools that are safe and productive.	Exceeds 4	3	2	Unsatisfactory 1
Domain G: Policy and Governance Comments: _____ _____ _____ _____				
Domain A: Planning and Assessment	Rubric Value (Circle One)			
A-1. The superintendent effectively employs various processes for gathering, analyzing and using data for decision-making.	Exceeds 4	3	2	Unsatisfactory 1
A-2. The superintendent organizes the collaborative development and implementation of planned improvements based on analysis of data from a variety of sources.	Exceeds 4	3	2	Unsatisfactory 1
A-3. The superintendent plans, implements, supports and assesses instructional programs that enhance teaching and student achievement of the state educational standards.	Exceeds 4	3	2	Unsatisfactory 1
A-4. The superintendent develops plans for effective allocation of fiscal and other resources.	Exceeds 4	3	2	Unsatisfactory 1
Domain A: Planning and Assessment Comments: _____ _____ _____ _____				

Superintendent Evaluation Form
6110P—Page 5 of 7

Domain L: Instructional Leadership	Rubric Value (Circle One)			
L-1. The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.	Exceeds 4	3	2	Unsatisfactory 1
L-2. The superintendent oversees the alignment, coordination and delivery of assigned programs and/or curricular areas.	Exceeds 4	3	2	Unsatisfactory 1
L-3. The superintendent provides staff development programs consistent with program evaluation results and school instructional improvement plans.	Exceeds 4	3	2	Unsatisfactory 1
L-4. The superintendent identifies, analyzes and resolves problems using effective problem-solving techniques.	Exceeds 4	3	2	Unsatisfactory 1
L-5. The superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements.	Exceeds 4	3	2	Unsatisfactory 1
L-6. The superintendent ensures that curricular design, instructional strategies and learning environments integrate appropriate technology to maximize student learning.	Exceeds 4	3	2	Unsatisfactory 1
<p>Domain L: Instructional Leadership</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				

Superintendent Evaluation Form
6110P—Page 6 of 7

Domain M: Organizational Management	Rubric Value (Circle One)			
M-1. The superintendent actively supports a safe and positive environment for students and staff.	Exceeds 4	3	2	Unsatisfactory 1
M-2. The superintendent develops procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district policies.	Exceeds 4	3	2	Unsatisfactory 1
M-3. The superintendent effectively manages human, material and financial resources to ensure student learning and to comply with legal mandates.	Exceeds 4	3	2	Unsatisfactory 1
M-4. The superintendent demonstrates effective organizational skills to achieve school, community and district goals.	Exceeds 4	3	2	Unsatisfactory 1
M-5. The superintendent implements sound personnel procedures in recruiting, employing and retaining the best-qualified and most competent teachers, administrators and other personnel.	Exceeds 4	3	2	Unsatisfactory 1
M-6. The superintendent provides staff development for all categories of personnel consistent with individual needs, program evaluation results and instructional improvement plans.	Exceeds 4	3	2	Unsatisfactory 1
M-7. The superintendent plans and implements a systematic employee performance evaluation system.				
<p>Domain M: Organizational Management</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				

Domain C: Communications and Community Relations	Rubric Value (Circle One)			
C-1. The superintendent promotes effective communication and interpersonal relations within the school district.	Exceeds 4	3	2	Unsatisfactory 1

C-2. The superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.	Exceeds 4	3	2	Unsatisfactory 1
C-3. The superintendent works collaboratively with staff, families and community members to secure resources and to support the success of a diverse student population.	Exceeds 4	3	2	Unsatisfactory 1
C-4. The superintendent creates an atmosphere of trust and mutual respect with staff and community.	Exceeds 4	3	2	Unsatisfactory 1
Domain C: Communications and Community Relations Comments: _____ _____ _____				
Domain P: Professionalism		Rubric Value (Circle One)		
P-1. The superintendent models professional, moral and ethical standards as well as personal integrity in all interactions.	Exceeds 4	3	2	Unsatisfactory 1
P-2. The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school district.	4	Exceeds 3	2	Unsatisfactory 1
P-3. The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.	Exceeds 4	3	2	Unsatisfactory 1
P-4. The superintendent provides services to the profession, the district and the community.	4	Exceeds 3	2	Unsatisfactory 1
Domain A: Planning and Assessment Comments: _____ _____ _____				

_____/_____
Superintendent of Schools Date

_____/_____
Board Chairperson Date

*Your signature simply indicates that you have received a copy of this evaluation.
Procedure History: Promulgated on: 11/9/98 Revised on: 7/1/02, 12/11/07, 12/29/09, 4/8/19

[Back to Index](#)

Sidney 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: 11/9/98

Revised on:

[Back to Index](#)

Sidney 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: 11/9/98

Reviewed on: 3/4/2014

Revised on: 7/01/2014

[Back to Index](#)

Sidney 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: 11/9/98

Revised on:

Sidney School District

ADMINISTRATION

6210

Principals

Principals are the chief administrators of their assigned schools and are responsible for the day-to-day operation of their building. The primary responsibility of Principals is the development and improvement of instruction. The majority of the Principals' 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. 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 in accordance with ARM 10.55.701(4)(a)(b).

Legal Reference:	§ 20-4-403, MCA	Powers and duties of principal
	10.55.701, ARM	Board of Trustees
	10.55.703, ARM	Licensure and Duties of School Principal

Policy History:

Adopted on: 11/9/98

Reviewed on: 3/4/2014

Revised on: 7/01/2014

[Back to Index](#)

Sidney 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: 11/9/98
Revised on:

[Back to Index](#)

Sidney 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 are encouraged to be members 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: 11/9/98

Revised on:

[Back to Index](#)