

304 SUPERINTENDENT CONTRACT, DUTIES, EVALUATION AND ORGANIZATION CHART

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as model instruments.

III. EVALUATION OF THE SUPERINTENDENT

An effective working relationship between the Board and the Superintendent is essential to the successful operation of the School District. The development and maintenance of that relationship may be greatly assisted by a periodic review of the Superintendent's diverse responsibilities accompanied by an evaluation of the Superintendent's performance.

The purpose of the evaluation will be to:

- A. Establish and maintain a good working relationship between the Board and the Superintendent.
- B. Clarify for the Superintendent his/her role in the school system as seen by the Board.

- C. Clarify for the Board members the role of the Superintendent in light of his/her job description.
- D. Improve the Superintendent's performance by suggesting areas of responsibility and operating techniques that may be strengthened.
- E. Give encouragement and commendation for work well done.
- F. Record evidence of performance and improvement.
- G. Offer a guide for the Superintendent's self-appraisal of characteristics and skills.
- H. Provide an opportunity for the Board and the Superintendent to confer formally at periodic intervals about factors affecting the Superintendent's performance.
- I. Offer a procedure for comprehensive and dispassionate appraisal in a setting other than during times of crisis.
- J. Establish reasonable standards for continued employment.
- K. Provide assistance in the development of the Superintendent's performance objectives and priorities for the coming year.
- L. Assist the Board in arranging for the Superintendent's salary and contract.

It will be the Board's policy to evaluate the abilities and services of the Superintendent through a formal procedure at least once annually, but evaluation may be more frequent, especially during the term of an initial contract.

The evaluation will be made on the basis of the Board's written statements concerning the abilities needed by, and the responsibilities and duties to be discharged by, the Superintendent. Board consensus on the Superintendent's abilities and performance in various areas will be put in writing, made available to and discussed with the Superintendent.

IV. ORGANIZATION CHART

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the District Organization Chart. The District Organization Chart will be prepared by the Superintendent and approved by the Board.

The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, the Superintendent may,

from time to time, recommend for Board approval changes in the District Organization Chart.

V. LINE AND STAFF RELATIONSHIP

The Board wants the Superintendent to establish and maintain clear understandings on the part of all personnel of the working relationships in the school system. Lines of direct authority will be those approved by the Board and shown on the District Organization Chart.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. That administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes; but through grievance procedures established by Board policy, all personnel will have the right to appeal any decision made by an administrative officer.

Further, lines of authority should not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and service. The lines of authority establish direction of authority and responsibility, but the lines also represent avenues for a two-way flow of ideas and communications to improve school programs and operations.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)