

## **General School Administration**

### **Superintendent**

#### Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities. The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by School Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

#### Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the School Board, District employees, students, and the community. The Superintendent shall have a valid administrative certificate with the superintendent endorsement issued by the State Certification Board.

#### Evaluation

The School Board will evaluate the Superintendent's performance and effectiveness according to the terms contained in the Superintendent's employment agreement. A specific time should be designated for a formal evaluation session with all School Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.

#### Compensation and Benefits

The School Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the School Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

#### Recruitment and Hiring

The Board of Education is responsible for the recruitment, selection and hiring of the Superintendent.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.46, 5/10-21.4, 5/10-23.8, 5/21-7.1, 5/24-11, and 5/24A-3.23 Ill.Admin.Code §§1.310 and 29.130.

CROSS REF: 2:20 (Powers and Duties of the School Board), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives)

Adopted By Board Action 12/04/1990  
Amended By Board Action 06/02/1998  
Amended By Board Action 12/12/2007  
Amended by Board Action 04/16/2009  
Amended by Board Action 01/14/2010

## **GENESEO CUSD #228 SCHOOL BOARD SUPERINTENDENT EVALUATION INSTRUMENT**

### **General Information**

The Evaluation Instrument consists of two parts: Priority Performance Goals for the superintendent and items that assess performance on ongoing management responsibilities of the superintendent. In assessing performance on both the goals and the ongoing responsibilities, the board will consult data provided by the superintendent, data referred to in the specific items, and other data the board as a whole deems relevant to the assessment.

Priority Performance Goals for the superintendent form the primary focus of the evaluation. They should be developed in relation to established district goals or other priorities established by the board for the superintendent.

The function of the assessment of ongoing responsibilities is both to assess general management performance and to assist the board and superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the district and plan for superintendent priorities in coming years.

Most items in the ongoing responsibility section include:

- A measure of effectiveness that the administration uses to drive decision-making in the particular function addressed by the item.
- Indicators that the measure is being monitored.
- Indicators that the district is continually improving.
- Provision of data the board can review to feel comfortable that the above is happening. The board should use this data assessing superintendent performance.

### **Rating Scale:**

E	Exceptional	Progress exceeds expectations and criteria noted in the instrument
P	Proficient	Progress meets the expectations and criteria noted in the instrument
N	Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item, with the consensus of the whole board. Individual comments are inappropriate for a board evaluation. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

## Priority Performance Goals

The board, in discussion with the superintendent, established the following priority performance goals for the 2014-2017 school years:

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**District Goal or Board Priority:**

The Board of Education will authorize the superintendent to recommend updated Academic Targets Policy before the June, 2015 regular board meeting.

**Superintendent Priority Performance Goal:**

The superintendent shall convene a task force including representatives from the approved leadership teams, and other representative stakeholders, to develop a recommendation to be shared with the board no later than the April, 2015 regular board meeting.

**Rating:**

**Comments:**

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**District Goal or Board Priority:**

The Board of Education will review and revise, as necessary, the policies contained in Section 2 of the Board Policy Manual that ensures that policies in all sections are current, relevant, and aligned to its mission before the June, 2015 regular board meeting.

**Superintendent Priority Performance Goal:**

The Board President shall appoint two (2) board members to work with the superintendent to review and make recommendations of policy changes to full board as appropriate.

**Rating:**

**Comments:**

**District Goal or Board Priority:**

The Board of Education shall direct a process similar to "ProjectLEAF" to inform and solicit feedback related to Common Core Standards (CCS) for Learning, and new testing associated with CCS. Said process shall begin no later than November, 2014.

**Superintendent Priority Performance Goal:**

The superintendent shall convene a task force including representatives from the approved leadership teams, and other representative stakeholders, to combine a process to Connect with the Community and create Academic Targets Policy.

**Rating:**

**Comments:**

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**District Goal or Board Priority:**

The Board of Education shall direct continuation of dialogue furthering the work of "ProjectLEAF" through to first phase of construction. Said construction expected to begin no later than September, 2015.

**Superintendent Priority Performance Goal:**

The superintendent and CSBO shall continue work with "ProjectLEAF" Facilitating Team up through first phase of construction and report progress to full board accordingly.

**Rating:**

**Comments:**

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**District Goal or Board Priority:**

The Board of Education shall direct development and communication of a three-year financial forecasting process, with the first report to be shared no later than the January, 2015 regular board meeting.

**Superintendent Priority Performance Goal:**

The superintendent and CSBO shall prepare report as directed by board for January, 2015 regular board meeting.

**Rating:**

**Comments:**

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**District Goal or Board Priority:**

The Board of Education shall develop and adopt a policy formalizing its expectation for program evaluation, and direct the administration to create appropriate procedures to be shared no later than the December, 2014, regular board meeting.

**Superintendent Priority Performance Goal:**

The superintendent will prepare a draft policy and associated procedures for program evaluation in collaboration with appropriate leadership team personnel.

**Rating:**

**Comments:**

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## Assessment of Ongoing Responsibilities

### Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

**A. Instructional Management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board shall see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.

**Rating:**

**Comments:**

**B. Student Services Management:** The superintendent oversees a program of students services, tied to defined goals and objectives. The board shall see:

- Annual goals, targets, or benchmarks and rationale behind them, for counseling services, health and safety programs, extracurricular programs, and students' discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.

**Rating:**

**Comments:**

**C. Staff Development and Professional Growth:** The superintendent oversees a program of staff development designed to improve district performance. The board shall see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.

**Rating:**

**Comments:**

## **District Management**

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

**A. Facilities and Operations Management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board shall see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to access efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.

**Rating:**

**Comments:**



**B. Fiscal Management:** The superintendent manages a budget development, implementation, and monitoring process that reflect sound business and fiscal practices and that supports district goals. The board shall see:

- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and district priorities.
- Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.

**Rating:**

**Comments:**

**C. Human Resources Management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support), tied to defined goals and targets developed by administration for board review. The board shall see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks.

**Rating:**

**Comments:**

## Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of education and the community.

**A. Board Relations:** The superintendent maintains a positive and productive working relationship with the board of education. The board shall see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that was consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent' actions appropriately supported board policy and decisions with the staff and community.

*(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)*

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

**Rating:**

**Comments:**

**B. Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board shall see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.

**Rating:**

**Comments:**