



NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

Board of Education Policy 3-40

Page 1 of 3

SCHOOL ADMINISTRATION

RESPONSIBILITY OF THE SUPERINTENDENT

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the total administration and management of the District in accordance with Board of Education policies and directives, and State and Federal law. The Superintendent is authorized to develop rules and procedures to implement Board policy. The Superintendent may delegate to other District staff the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action which was delegated.

Qualifications and Appointment

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 Board, District employees, students, and the community. The Superintendent shall have a valid administrative certificate and superintendent's endorsement issued by the State Certification Board.

When the office of the Superintendent becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will receive the same consideration as other candidates.

Compensation and Benefits

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

As a regular and scheduled activity of an executive nature, the Board of New Trier Township High School District 203 will evaluate, at least annually, the performance of the Superintendent against standards and objectives agreed to by the Superintendent and

the Board. The primary purpose of this performance appraisal will be to effect improvements in the management and administrative leadership of the District.

Since the actions and activities of the Superintendent shall reflect the mutually agreed upon goals and objectives for the District arrived at through a participative process endorsed by the Board, such a performance appraisal will have consequences for the relationship of the Superintendent with other members of his or her administrative team. The ongoing process of evaluation shall become not only one function of a relationship of the Superintendent and the Board but shall also serve as a guideline for a similar process to be conducted with members of the administrative team and members of the certified and noncertified staff.

Guidelines

1. The Superintendent shall know the standards against which he or she will be evaluated and shall be involved in development of these standards with an appointed member from the Board, an appointed Board committee or the Board serving as a committee of the whole.
2. Though the process shall be ongoing, a specific time shall be scheduled for a more formal evaluation session where no other items would be placed on the agenda. This meeting should be held with the Superintendent and a Board appointed committee and only in exceptional circumstances with the Board as a whole.
3. The evaluation shall be a composite of the individual Board members' opinions which should represent a Board consensus rather than the opinion of any one individual.
4. The evaluation shall include a discussion of strengths as well as weaknesses and should be related, where possible, to actual situations that have a relationship to the accomplishment of stated goals and objectives considered desirable for the District.
5. Both the Superintendent and the Board should prepare for a formal evaluation; the Superintendent, by conducting a rigorous self-appraisal, and the Board by examining various sources of justifiable, valid information related to performance.
6. The judgments referred to in a formal evaluation should be supported by as much rationale and objective evidence as possible. One Board member's opinion should not be the sole basis of an appraisal item. The Superintendent should be given the sole basis of an appraisal item. The Superintendent should be given the opportunity to disagree before a proposed statement of appraisal becomes final.
7. The Superintendent shall also have the opportunity to evaluate the working

relationship between the Board and the Superintendent and may include an examination of the relationship between the Board and the administrative team. The process may be related to the effectiveness of the team effort between the Board and the Superintendent and may also relate to the efforts of the management team.

8. This process of evaluation will be coupled with performance appraisal. An effort will be made to relate the results of the evaluation to levels of compensation. When setting the levels of compensation, the Board may consider other factors such as the economic condition of the District.

Legal Reference: 105 ILCS 5/10-21.4, 5/10-23.8 and 5/21-7.1

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