

MEMO

TO: Board of Education

CC: Central Office Administrators

FROM: Sarah Riss ~

DATE: November 2,2015

RE: BOE Policy Subcommittee Report

Following are recommendations from the BOE Policy Subcommittee. These changes will be presented during our November 9th meeting and then put on the agenda for approval on the December 14th meeting. Please feel free to contact one of the committee members with any questions.

WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION

DATE: November 9, 2015

TOPIC/PROPOSAL:

Approval of proposed policy changes recommended by the Board Policy Subcommittee
Policies: BBB, BBBA, BBC, BHA, BHA, BHD, CBG, CFB, GCN.

BACKGROUND INFORMATION:

The Board Policy Subcommittee has reviewed the policy changes recommended by MSBA and as part of our regular policy review cycle. A summary of the proposed changes for selected policies is attached for your review. These will be shared during the November 9th and voted on during the December 14th Board of Education meeting.

INSTRUCTIONAL IMPACT/RATIONALE:

The proposed policy changes will better reflect the current practices of WGSD and improve the practices of WGSD.

CSIP/DISTRICT GOAL ADDRESSED: All

FISCAL NOTE: NA

ADMINISTRATIVE RECOMMENDATION:

- Action Requested: ____
- Information: X
- Proposed Motion for Approval (if applicable):

Will be put on agenda for approval on December 14, 2015.

PREPARED BY: Sarah Booth Riss

Motion: _____ **Second:** _____

Board Vote: ____ (yes) ____ (no) ____ (abstain) ____ (Consent Agenda)

**Policy Subcommittee Recommendations to Board of Education
For Consideration On
November 9, 2015**

Policy	Title	Type of Change	Recommended Change
BBB	School Board Elections	Minor	Adopt MSBA recommended changes
BBBA	Board Member Qualifications	Minor	Adopt MSBA recommendation
BBC	Board Member Resignation	Minor	Adopt MSBA recommendation
BHA	Board Training and Development	Minor	Adopt MSBA recommendation & add "strategic plan" to page 4
BHB	Board Member Development Opportunities	Rescind	Rescind as MSBA recommended
BHD	Board Member Compensation and Expenses	Rescind	Rescind as MSBA recommended
CBG	Evaluation of the Superintendent	Minor	Adopt MSBA recommendation
CFB	Evaluation of Principals	Minor	Adopt MSBA recommendation & changes on pages 3 & 4
GCN	Evaluation of Professional Staff	Minor	Adopt MSBA recommendation & changes on pages 3 & 5

Next Meeting Date:

Types of Changes:

Grammar	Grammatical
Minor	Minimal word changes not impacting current practice
Major	Major change that impacts current practice
Current	Changes that better reflect current practice

REFERENCE COPY

FILE: BBB
Critical

EXPLANATION: SCHOOL BOARD ELECTIONS (Ballot Placement by Random Drawing—Seven-Director Districts)

In 2014 the state legislature passed a law requiring notice to the public of the names of candidates in situations where the district would not hold an election. In the last year it has become clear that the county clerks and election authorities are taking responsibility for this notice, and districts are not required to separately purchase a newspaper notice. For that reason, MSBA is removing this language from the "No Election Held" section of this policy.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: BBB
Critical

REFERENCE COPY

REFERENCE COPY

FILE: BBB

Critical

SCHOOL BOARD ELECTIONS

(Ballot Placement by Random Drawing—Seven-Director Districts)

The qualified voters of the Webster Groves School District shall annually elect two directors for terms of three years each on the municipal election day in April. An additional director shall be elected triennially. Unexpired vacant terms will be filled in accordance with law and district policy.

Candidate Filing

Before the sixteenth Tuesday preceding the election, the Board shall publish in at least one newspaper of general circulation in the district the opening filing date, the offices to be filled, the place for filing, the closing date for filing and a statement that candidates filing on the first day of filing will be listed on the ballot in random order.

Qualified applicants for the Board may file a declaration of candidacy during business hours in the superintendent's office commencing at 8:00 a.m. on the sixteenth Tuesday prior to the election and ending at 5:00 p.m. on the eleventh Tuesday prior to the election. The candidate shall declare his or her intent to become a candidate in person and in writing to the secretary of the Board of Education or designee, unless otherwise specified in this policy. The district will clearly designate a location where candidates will form a line to file the necessary paperwork in an organized manner and determine the order of such filings for ballot placement.

The names of qualified candidates shall be placed on the ballot in order of filing, except that for candidates who file a declaration of candidacy prior to 5:00 p.m. on the first day of filing, the district shall determine by random drawing the order in which such candidates' names shall appear on the ballot. Each candidate filing on the first day shall draw a number at random at the time of filing. The district shall record the number drawn with the candidate's declaration of candidacy. The names of candidates filing on the first day of filing shall be listed in ascending order of the numbers so drawn and ahead of the names of candidates filing on a later date.

The notice of election and certification of candidates must be submitted to the election authority by the tenth Tuesday prior to the election in the manner provided by law. After the tenth Tuesday prior to the election, the candidate list may only be modified pursuant to court order, in accordance with law.

Prior to the district's certification of candidates to the election authority, a candidate may withdraw from the election by presenting to the district a notarized written statement of his or her intention to withdraw. After the deadline for certification of candidates to the election authority, a candidate may only withdraw pursuant to court order, in accordance with law.

FILE: BBB
Critical

REFERENCE COPY

The district will provide each candidate a copy of the Notice of Candidate's Obligation to File a Financial Interest Statement and a plain language summary of the applicable laws provided by the Missouri Ethics Commission as required by law. Candidates must comply with laws concerning eligibility, campaign financing and campaign disclosures.

Filing by Certified Mail

In accordance with law, candidates may file by certified mail if they are unable to file the declaration of candidacy and other necessary paperwork in person due to a physical disability or because they are members of the U.S. Armed Forces on active duty. Upon request, the district will provide potential candidates the necessary paperwork prior to the opening date of candidate filing and during the filing period.

The candidate must personally sign the declaration of candidacy and other documents necessary for filing that require a signature, and the signatures must be notarized. In addition, the declaration of candidacy of a person with a physical disability who is filing by certified mail must be accompanied by a notarized statement from a licensed physician verifying the disability. A candidate on active duty military service who is filing by certified mail must include a notarized statement from the candidate's commanding officer verifying the candidate's active duty status.

A candidate's completed declaration of candidacy and other necessary documents must be received by the district during the official candidate filing period in order for the candidate to appear on the ballot. If these documents are received by the district before 8:00 a.m. on the first day of filing or after 5:00 p.m. on the last day of filing, the district will not accept them and will return them to the candidate.

While the declaration of candidacy and other necessary documents must be sent to the district by certified mail in accordance with law, the candidate may designate a personal representative to draw a number on the first day of filing or stand in line on behalf of the candidate for ballot placement purposes by submitting a completed and notarized form provided by the district. As long as the candidate's declaration of candidacy and other necessary documents are received by the district after the beginning of filing and before the close of filing on the last day of filing, the candidate's ballot placement as determined by the personal representative's participation will stand.

If the candidate does not designate a personal representative for ballot placement purposes and the district receives the candidate's declaration of candidacy and other necessary documents the first day of filing, the candidate will be listed on the ballot after all other candidates who drew a random number on the first day of filing. If the district receives the necessary documents on any other day of filing, the district will list the candidate on the ballot in the order the declaration of candidacy and other necessary documents are physically received by the district. If two or more candidates file by certified mail on the same day and the filings are received at the same time, the district will list the

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FILE: BBB
Critical

candidate with the earlier postmark date first. If two or more postmark dates are identical, the candidates will be listed in the order the mail is processed.

If the required paperwork is received after candidate filing has closed for the day or on a day the district's offices are closed, the candidate will be considered to have filed first on the next day filings are received.

Write-In Candidates

If candidates have filed for a position, a person interested in becoming a write-in candidate must file a declaration of intent to be a write-in candidate with the proper election authority prior to 5:00 p.m. on the second Friday immediately preceding the election day in order for the votes to be counted. If no candidates have filed for the position, filing a declaration of intent to be a write-in candidate is not necessary but is recommended.

No Election Held

No election will be held if, after the last date of candidate filing, the number of candidates who have filed is equal to the number of positions to be filled by the election. However, if the number of candidates filing exceeds the number of positions, the election will be held even if a sufficient number of candidates withdraw so that the number of candidates remaining after the filing deadline is equal to the number of positions to be filled.

~~The district will publish a notice that contains the names of candidates who will take office. The notice will be published no later than April 1 in a qualifying newspaper of general circulation.~~

* * * * *

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: 09/13/1993

Revised: 12/08/2003; 11/14/2011; 11/22/2011; 02/09/2015;

Cross Refs: AA, School District Legal Status

Legal Refs: §§ 105.470, .483 - .487, .973, 115.121 - .127, .355, .453, 162.261, .291, .341, .371, .381, .459, 493.050, RSMo.

FILE: BBB
Critical

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Ch. 130, RSMo.

Jackson Election Committee v. Paluka, 13 S.W.3d 684 (Mo.App.W.D. 2000)

Webster Groves School District, St. Louis, Missouri

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FILE: BBBA

Critical

EXPLANATION: BOARD MEMBER QUALIFICATIONS

MSBA has revised this policy to reflect changes to Missouri law and to clarify the existing language. Please note that candidate qualifications are set by state statute, and local districts do not have the legal authority to add additional requirements or remove any of the requirements listed.

1. In 2015 the Missouri Legislature passed House Bill 63, which reversed many of the changes made to the election laws applicable to school board members in 2014. The governor vetoed this legislation, but then the legislature overrode the veto, making House Bill 63 law. A few months later, the legislature passed Senate Bill 104, which then added many (but not all) of these same election laws back into state statute and repealed some of the previous changes made to the election laws. This bill was signed into law by the governor. This bill:
 - ▶ Put back into state law applicable to school boards the requirement that a person cannot qualify as a candidate for elective office if the person has been found guilty of or pled guilty to a felony or misdemeanor under federal law or a felony under Missouri law.
 - ▶ Added the prohibition that a candidate cannot have been found guilty of or pled guilty to an offense in another state that would be considered a felony in Missouri.
 - ▶ Put back into state law applicable to school boards the requirement that a candidate will be disqualified from participation in the election if the candidate is delinquent in the payment of any state income taxes, personal property taxes, municipal taxes or real property taxes on the candidate's place of residence. If the candidate is a past or present corporate officer of any fee office (like a licensing office), that office cannot owe any taxes to the state either. Candidates must file an affidavit with the Missouri Department of Revenue as was required in the 2015 election.
 - ▶ Deleted a statute that was enacted in House Bill 63 that prohibited a person who had previously been employed by a district as the district's superintendent from running for school board.
2. Due to a Missouri Supreme Court case that struck down a portion of state statute, there is no longer any requirement that candidates have paid fees assessed by the Missouri Ethics Commission to be eligible to run for office. However, candidates must have filed

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required campaign disclosure reports for all previous elections, or the treasurer of any candidate committee must have filed those reports on behalf of the committee.

3. MSBA has removed language regarding training requirements and developed a separate policy on this subject, which is included in this update.
4. MSBA has removed the reference to a "public servant." While it is true that school board members are considered public servants in the Missouri Criminal Code and therefore must be careful not to commit any crimes associated with being a public servant, this language has more to do with the Board member's ethical behavior once elected and seems out of place in this policy.
5. MSBA has added a section regarding the oath of office. Technically, Board members "qualify" for the Board by both taking the oath and signing an oath. Districts are encouraged to use MSBA's sample form, BCA-AF1.
6. MSBA has also made it clear that the Board expects both elected and appointed Board members to meet these requirements. Some requirements technically only apply to candidates who file for elected office, and an argument could be made that appointed Board members do not need to meet these requirements. However, MSBA recommends that all Board members meet the same requirements, regardless of whether they were elected or appointed.

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X	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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FILE: BBBA
Critical

BOARD MEMBER QUALIFICATIONS

Pursuant to law, members of the Board of Education must meet the following requirements. All Board members should have an interest in the welfare and education opportunities of students, a desire to honestly represent the public and the commitment to be a good steward of taxpayer resources. All persons interested in serving on the Webster Groves School District Board of Education, whether elected or appointed, will meet all legal requirements for candidates in School Board elections, including the following:

1. Be citizens of the United States of America. Mo. Const. art. VII, § 8; § 162.291, RSMo.
2. Be resident taxpayers of the Webster Groves School District. A "taxpayer" is an individual who has paid taxes to the state or any subdivision thereof within the immediately preceding 12-month period, or the spouse of such individual. § 162.291, RSMo.
3. Have resided in Missouri for a minimum of one year immediately preceding their election or appointment. Mo. Const. art. VII, § 8; § 162.291, RSMo.
4. Be at least 24 years of age. § 162.291, RSMo.
5. Be eligible to hold office in accordance with Missouri law. Not be delinquent in the payment of any state income taxes, personal property taxes, municipal taxes or real property taxes on their place of residence. If an applicant is a past or present corporate officer of any fee office, that office cannot be delinquent in the payment of any taxes owed the state. § 115.306, RSMo.
6. While holding office, not be serving a sentence or period of probation for a felony in Missouri or for a crime that would be a felony if committed in Missouri. Have not been found guilty of nor pled guilty to a felony or misdemeanor under the federal laws of the United States of America or to a felony under Missouri law or an offense committed in another state that would be considered a felony in Missouri. § 115.306, RSMo.
7. Have never pled guilty or *nolo contendere* nor been convicted under Missouri law or the law of another jurisdiction of a felony connected with the exercise of the right of suffrage.
87. Not be registered or required to be registered as a sex offender pursuant to Missouri law, §§ 589.400 - .425 § 162.014, RSMo.
98. Have filed, or the treasurer of an existing candidate committee has filed, all required campaign disclosure reports with the Missouri Ethics Commission, when applicable, for all

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~~previous elections in which they were candidates and have paid all fees assessed against them by the Missouri Ethics Commission, if applicable. § 130.071, RSMo.~~

~~All Board members should have a knowledge of and an interest in the welfare and educational opportunities of students.~~

~~Board members initially elected or appointed after August 28, 1993, in addition to the other qualifications listed in this policy, are required by law to successfully complete orientation and training requirements within one year of the date of the election or appointment. The orientation and training shall be offered by a statewide association organized for the benefit of members of boards of education or approved by the State Board of Education and consist of at least 16 hours, with travel expenses to be paid by the district.~~

~~A Board member is a "public servant" under the Missouri Criminal Code provisions regarding bribery, acceding to corruption, official misconduct and misuse of official information.~~

Oath of Office

Newly elected or appointed members of the Board officially qualify as Board members when they take the oath of office and sign the oath, as required by law.

* * * * *

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: Reviewed: 11/14/2011

Adopted: 09/13/1993

Revised: 12/11/2000; 12/09/2013;

Cross Refs: AA, School District Legal Status

Legal Refs: Mo. Const. art. VII, §§ 8, 11
§§ 115.306, 130.071, 160.011, 162.014, .025, .203, .291, ~~556.061(23)~~, 301, 561.021,
575.100, .120, 576.010 - .050; RSMo.

Webster Groves School District, St. Louis, Missouri

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FILE: BBC
BasicCritical

EXPLANATION: BOARD MEMBER RESIGNATION

The Missouri Constitution recognizes a "right of resignation" for all public officers. Therefore, a Board member's resignation cannot be refused by the Board. MSBA has amended this policy accordingly.

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FILE: BBC
BasicCritical

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BasicCritical

BOARD MEMBER RESIGNATION

The Board believes that any citizen who ~~files for and seeks election~~ or appointment to the Board of Education should do so with full knowledge of and appreciation for the investment of time, effort and dedication expected of all Board members; and ~~that the citizen's intent to serve reflects his or her~~ the intention to serve a full term of office.

~~However, if~~ If a Board member decides to resign prior to the end of the term of office for any reason, the Board requests the earliest possible notification of intent to resign so that it may plan ~~appropriately~~ to fill the vacant seat.

A Board member who resigns shall file a letter of resignation with the Board secretary, who shall forward it to the Board ~~for consideration~~ and list the issue on the agenda for the next Board meeting. ~~A vacancy shall be declared to exist when the Board of Education votes to accept a member's letter of resignation.~~ The Board shall declare a vacancy exists when the resignation letter is officially presented to the Board at a Board meeting.

* * * * *

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.

Reviewed: 11/14/2011

Adopted: 09/13/1993

Revised: 12/08/1997;

Legal Refs: Mo. Const. art. VII, § 12
§§ 162.261, .471, RSMo.

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: BHA
Critical

EXPLANATION: BOARD TRAINING AND DEVELOPMENT

MSBA has moved the information regarding state-required training from policy BBBA to this policy and has expanded the policy to address all forms of Board training.

MSBA is frequently asked what the consequences are when a Board member does not obtain state-mandated training. Failure to follow the law is a misdemeanor under § 162.091, RSMo., although that statute is not routinely enforced. The Missouri School Improvement Program Resource Standards require all Board members to be trained; therefore, lack of training could impact an accreditation review. MSBA is required to annually provide the Missouri Department of Elementary and Secondary Education (DESE) a list of the Board members who have fulfilled the training requirement.

A School Board cannot legally remove a Board member from the Board if he or she does not obtain training, but the Board can impose some consequences, such as removing a Board member from committees or prohibiting him or her from representing the full Board. MSBA has added some of these consequences to the policy.

MSBA strongly supports Board education and development and has provided Board training for more than 50 years. For more information on the programs MSBA offers to individual Board members and full Boards, go to MSBA's website at <http://www.msbanet.org/>.

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FILE: BHA
Critical

~~NEW BOARD MEMBER ORIENTATION~~ BOARD TRAINING AND DEVELOPMENT

The Board and the district staff shall assist each new member-elect to understand the Board's functions and its policies and procedures.

~~Within one year of their election or appointment, new Board members will complete at least 16 hours of orientation and training in a program presented by the Missouri School Boards' Association or approved by the State Board of Education.~~

~~Each Board member shall be provided a copy of the district policy manual, the current and proposed district budgets, the most recent audited annual report, and such other documents as the superintendent deems essential. The orientation will include the following for all new Board members:~~

- ~~1. Orientation and training (for new Board members) conducted by the Missouri School Boards' Association.~~
- ~~2. Provision of pertinent state and national school board association publications.~~
- ~~3. An orientation meeting with the superintendent and the Board president.~~
- ~~4. A review of district policy, the current and proposed district budgets, the most recent audited annual report, and such other documents as the superintendent deems essential.~~
- ~~5. Visits to school facilities.~~

~~The superintendent shall set aside such time as is necessary to answer any questions arising from these orientation activities and cooperate fully in assisting the new member to become an informed and active Board member.~~

~~In addition to the above, the following activities are suggested for the entire Board:~~

- ~~1. Attendance at conferences and conventions on local, area, state and national levels.~~
- ~~2. Attendance at local workshops for continuing in-service training.~~
- ~~3. The superintendent will make available additional and more specific information about helpful activities to new Board members.~~ The Board strongly believes that Board development and ongoing education on the Board's roles and responsibilities results in a stronger education institution and sets a good example for district employees and students.

end Strategic Plan

All Board members are expected to complete legally required training and participate in additional learning opportunities throughout their years of Board service.

New Board Member Orientation

The superintendent and Board president will provide each new Board member with training and resources necessary for the new member to understand and actively participate in Board service from the beginning. New Board members will be provided access to the district's Comprehensive School Improvement Plan, district policies, the current and proposed district budgets and all other governing documents. In addition, new members will be provided the district's most recent Annual Performance Report, test scores and other information regarding the district's performance. The Board president and superintendent shall set aside such time as is necessary to answer any questions arising from the study of these documents and shall cooperate fully in assisting the new member to become an informed and active Board member. Orientation will include visits to school facilities.

Legally Required Training

Board members initially elected or appointed after August 28, 1993, are required by law to successfully complete 16 hours of orientation and training requirements within one year of the date of the election or appointment. In accordance with law, the training must be provided by a statewide association organized for the benefit of members of boards of education or approved by the State Board of Education. The district will pay for the necessary travel expenses associated with this training.

Board members who fail to complete this training are in violation of state law and could impact the district's accreditation review process. For this reason, any Board member who fails to complete the required training will be removed from Board committees and will not be allowed to hold a Board office or represent the full Board as an official spokesperson or otherwise in the community unless excused by the Board. In extreme circumstances where the Board member willfully refuses to complete the training, the Board may inform the public of the Board member's refusal to follow the law.

Individual Board Training and Education

Board members are encouraged to seek out opportunities to learn by attending conferences, conventions, meetings and local workshops; participating in webinars and online learning opportunities; and reading books and publications relevant to Board service. The Board will annually designate part of the annual budget for costs associated with these learning opportunities. The Board president and superintendent may periodically recommend or forward education opportunities to Board members.

REFERENCE COPY

FILE: BHA
Critical

Full Board Training

The Board will periodically designate training opportunities for the full Board. The Board strongly encourages the participation of all Board members. All Board members are encouraged to identify areas of improvement for the Board to focus on and request training that may be beneficial to the entire Board.

Board Member Expectations

Board members are expected to be good stewards of taxpayer dollars. When district funds are used to register a Board member in a conference or learning opportunity and pay for travel expenses, the Board member is expected to fully participate and may be required to provide a report to the full Board regarding the information received. If a Board member fails to attend a learning opportunity, fails to cancel a registration in time for the district to receive a full refund of expenses incurred or otherwise causes the district to incur excess fees or expenses, the Board may require the Board member to fully reimburse the district and may refuse to pay future fees or expenses on behalf of the Board member until reimbursement is received. Exceptions will be made in emergency situations.

* * * * *

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.

Reviewed: 11/14/2011

Adopted: 09/13/1993

Revised: 05/09/1994;

Cross Refs: DLCA, Travel Expenses

MSIP Refs: Resource Standards for Missouri Public School Districts, G-7

Legal Refs: §§162.091, .203, RSMo.

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: BHB
Basic

EXPLANATION: BOARD MEMBER DEVELOPMENT OPPORTUNITIES

This policy was supplemental, and not all districts will have a copy in their manuals. MSBA now recommends that districts RESCIND this policy. The information included in this policy is now covered in more detail in the revised policy BHA, Board Training and Development, included in this update.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
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FILE: BHB
Basic

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FILE: BHB

Basic

~~BOARD MEMBER DEVELOPMENT OPPORTUNITIES~~

~~In recognition of the need for continuing in-service training and development for its members, and in order to enhance the quality and effectiveness of public school governance in our community, the Board encourages the participation of its members in appropriate conferences, workshops, conventions, seminars and other similar meetings.~~

~~Funds for participation at such meetings will be budgeted on an annual basis. Reimbursement to Board members for their travel expenses will be in accordance with the expense reimbursement policy for staff members.~~

~~The Board president shall have the power to authorize Board members to attend such meetings at Board expense, unless such action would cause the total meeting expense for that fiscal year to exceed the budgeted amount.~~

~~When an approved meeting is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.~~

~~*****~~

~~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.~~

~~Reviewed: 11/14/2011~~

~~Adopted: 09/13/1993~~

~~Cross Refs: DLC, Expense Reimbursements~~

~~Webster Groves School District, St. Louis, Missouri~~

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FILE: BHD
Critical

EXPLANATION: BOARD MEMBER COMPENSATION AND EXPENSES

MSBA recommends that the district RESCIND this policy. This topic is covered in more detail in MSBA's new policy, DLCA.

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FILE: BHD
Critical

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FILE: BHD
Critical

~~BOARD MEMBER COMPENSATION AND EXPENSES~~

~~As provided in state statutes, compensation is not provided for members of the Board of Education. However, the Board recognizes the benefits derived by the school district through Board member attendance at regional, state and national conferences and conventions and similar efforts on behalf of the school district. As the school district as a whole is benefitted, the Board will reimburse Board members for normal expenses for motel, food, registration, and transportation costs incurred while on authorized district business.~~

~~*****~~

~~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.~~

~~Reviewed: 11/14/2011~~

~~Adopted: 09/13/1993~~

~~Legal Refs: § 162.391, RSMo.~~

~~Webster Groves School District, St. Louis, Missouri~~

REFERENCE COPY

FILE: CBG
Critical

EXPLANATION: EVALUATION OF THE SUPERINTENDENT

This policy was revised at the request of the Department of Elementary and Secondary Education (DESE) as a way of helping districts understand that student growth must be part of the evaluation process.

This policy was also revised to reflect the requirements of House Bill 1490 (2014) that prohibits the sharing of evaluation results with state and federal agencies. MSBA has also included language from state law describing the essential principles that must be incorporated in all evaluation procedures, added language about the use of student growth and made language changes for clarity and consistency with standards approved by the State Board.

DESE has a wealth of information on incorporating student performance data into the evaluation process on its website at:

<http://dese.mo.gov/educator-growth-toolbox/student-growth-data>

The DESE website also has information on implementing the evaluation process (Effective Evaluation Implementation Rubric):

<http://dese.mo.gov/sites/default/files/Effective-Evaluation-Implementation-Rubric.pdf>

The Missouri Superintendent Standards adopted by the Missouri State Board of Education are available at:

<http://dese.mo.gov/sites/default/files/SuperintendentStandards.pdf>

MSBA has developed several training tools to assist in evaluating the superintendent. See:

<http://www.msbanet.org/board-training/superintendent-evaluation.html>

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MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

X	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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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 ~~exclusive~~only factor considered.

Standards-Based Evaluation Standards

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 school culture and an effective instructional program, applying best practices 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, ~~and~~ 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 ~~established goals~~ identified areas of focus or quality indicators.

The superintendent and Board will jointly identify ^{at least} ~~two or three to five~~ 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. ~~This will be done~~ 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.

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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 ~~information~~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 each individual evaluation.

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.

Superintendent's Personnel File Evaluation Records

The summative evaluation and any written responses by the superintendent will be maintained in the superintendent's ~~permanent~~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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REFERENCE COPY

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.

Reviewed: 12/12/2011

Adopted: 09/13/1993

Revised: 09/13/2004; 04/13/2015;

Cross Refs: GBL, Personnel Records

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

Webster Groves School District, St. Louis, Missouri

REFERENCE COPY

FILE: CFB
Critical

EXPLANATION: EVALUATION OF PRINCIPALS

This policy was revised at the request of the Department of Elementary and Secondary Education (DESE) as a way of helping districts understand that student growth must be part of the evaluation process.

This policy was also revised to reflect the requirements of House Bill 1490 (2014) that prohibits the sharing of evaluation results with state and federal agencies. MSBA has also included language from state law describing the essential principles that must be incorporated in all evaluation procedures. MSBA has also made language changes for clarity and consistency with standards approved by the State Board.

DESE has a wealth of information on incorporating student performance data into the evaluation process on its website at:

<http://dese.mo.gov/educator-growth-toolbox/student-growth-data>

The DESE website also has information on implementing the evaluation process (Effective Evaluation Implementation Rubric):

<http://dese.mo.gov/sites/default/files/Effective-Evaluation-Implementation-Rubric.pdf>

The Missouri Leader Standards adopted by the Missouri State Board of Education are available at:

<http://dese.mo.gov/sites/default/files/LeaderStandards.pdf>

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

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	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: CFB
Critical

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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, *and all other administrators excluding the superintendent.*

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

Standards-Based Evaluation Standards

The ~~superintendent or designee~~ 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 ~~leader~~ 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 ~~that is shared and supported~~ by the school community.
2. Promoting a positive school culture, providing ~~and~~ an effective instructional program; applying ~~that applies~~ best practices 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 plan for annual professional development each year 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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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: 04/13/2015

Revised:

Cross Refs: GBL, Personnel Records

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

Webster Groves School District, St. Louis, Missouri

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FILE: GCN
Critical

EXPLANATION: EVALUATION OF PROFESSIONAL STAFF

This policy was revised at the request of the Department of Elementary and Secondary Education (DESE) as a way of helping districts understand that student growth must be part of the evaluation process.

This policy was also revised to reflect the requirements of House Bill 1490 (2014) that prohibits the sharing of evaluation results with state and federal agencies. MSBA has also included language from state law describing the essential principles that must be incorporated in all evaluation procedures and made changes in wording for clarity and consistency with standards approved by the State Board.

DESE has a wealth of information on incorporating student performance data into the evaluation process on its website at:

<http://dese.mo.gov/educator-growth-toolbox/student-growth-data>

The DESE website also has information on implementing the evaluation process (Effective Evaluation Implementation Rubric):

<http://dese.mo.gov/sites/default/files/Effective-Evaluation-Implementation-Rubric.pdf>

The Missouri Teacher Standards adopted by the Missouri State Board of Education are available at:

<http://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

ATTORNEY COMMENTS:

I have concerns regarding the district's changes to the section "Counselor and Librarian Evaluation Standards" in this policy. DESE has created separate model standards for librarians and counselors than from classroom teachers. See <http://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards>. If the district does not use these standards, it must use its own research-based standards. Many of the standards applicable to classroom teachers simply do not apply to librarians and counselors, which will make it difficult if not impossible to use the same evaluation tools for all of the employees. I encourage the district to reconsider the changes made to this policy.

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	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

EVALUATION OF PROFESSIONAL STAFF

The Webster Groves School District Board of Education requires a program of comprehensive, performance-based evaluations for the teachers and other professional staff members it employs in order to ensure high-quality staff performance that improves student achievement. Evaluation instruments used by the district will ~~minimally~~ reflect the ~~standards for evaluation of professional staff~~ 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. 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.

Evaluation of Professional Staff Other Than Teachers

All professional staff members contribute toward the achievement of the district's students and the overall success of the district. To ensure continuous improvement and growth, the supervisors of professional staff members or their designees will set performance goals in consultation with the employee, conduct continuous performance evaluations and complete a written summative evaluation annually.

Teacher Evaluations

The superintendent or designee ("evaluator") will annually complete a summative evaluation of the performance of the district's teachers in the district using an evaluation instrument that incorporates the Essential Principles of Effective Evaluation as adopted by the State Board.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of teachers 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 superintendent or designee, in consultation with the district's teaching staff, will develop procedures and instruments for professional staff evaluation.

Evaluators will seek to improve the process of evaluation to ensure consistency in the implementation of procedures and application.

Teacher Evaluation Standards

Teachers in the Webster Groves School District will be held to the following standards: The evaluator will measure performance based on the Missouri Teacher Standards. In accordance with these standards, detailed below, the teacher must demonstrate the knowledge and ability to ensure the success of all students.

1. *Content Knowledge Aligned with the Appropriate Instruction:* The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) ~~taught~~ and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
2. *Student Learning, Growth and Development:* The teacher understands how students learn, develop and differ in their approaches to learning. The teacher ~~and~~ provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
3. *Curriculum Implementation:* The teacher recognizes the importance of long-range planning and curriculum development. The teacher ~~and~~ develops, implements and evaluates curriculum based on student, district and state standards data.

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4. *Critical Thinking:* The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem-solving and performance skills, ~~including instructional resources.~~
5. *Positive Classroom Environment:* The teacher uses an understanding of individual ~~and~~ group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
6. *Effective Communication:* The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom.
7. *Student Assessment and Data Analysis:* The teacher understands and uses formative and summative assessment strategies to assess the learner's progress; ~~and uses both classroom and standardized assessment data to plan ongoing instruction.~~ The teacher monitors the performance of each student and devises instruction to enable students to grow; and develop, and makeadequate academic progress.
8. *Professionalism:* The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher ~~and~~ actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. *Professional Collaboration:* The teacher has effective working relationships with students, parents/guardians, school colleagues and community members.

Counselor and Librarian Evaluation Standards

uses the same evaluation tool
The district ~~uses the same evaluation tool~~ *adopts the model standards* for ~~teachers~~ *teachers*, librarians and counselors developed by the Department of Elementary and Secondary Education and adopted by the State Board.

Recordkeeping

A copy of the professional staff member's summative evaluation and supporting documentation will be kept in the employee's personnel file.

Evaluation Records

The summative evaluation and any written responses by the teacher or professional staff member will be maintained in the employee's personnel file in accordance with the state retention manuals

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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.

* * * * *

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.

Reviewed: 08/20/2012

Adopted: 09/13/1993

Revised: 06/27/2011; 04/13/2015;

MSIP Refs: 6.5.2

Legal Refs: §§ 160.045, 161.855, 168.128, RSMo.
5 C.S.R. 20 - 400.375

Webster Groves School District, St. Louis, Missouri