

GENERAL ADMINISTRATION

CA Goals and Objectives

The goal of school administration is to create an environment in which all students can demonstrate continuous academic improvement. The superintendent must possess leadership qualities which motivate all staff members to improve the educational program and to attain the board's goals and objectives. The superintendent, with the board's direction, shall endeavor to mobilize and coordinate available resources to develop an educational program designed to maintain continuous academic improvement and full state accreditation in all schools.

Approved: June 13, 1988; 5/11/15

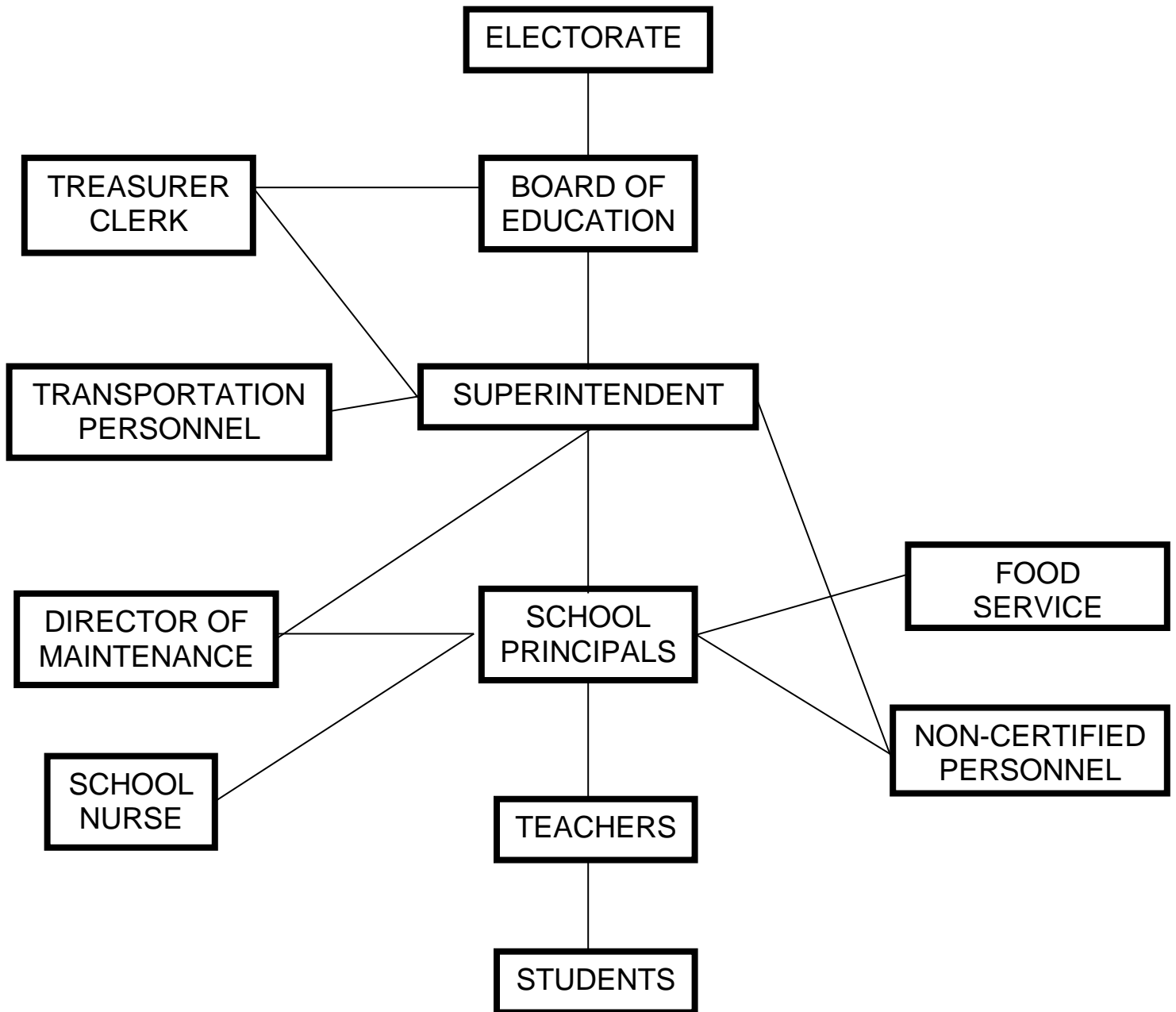
CB Ethics

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards. The educational administrator:

1. Makes the well being of students the fundamental value of all decision making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the governing board of education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment or release.

Approved: February 8, 1999

CC District Organizational Chart



CD Line and Staff Relations

For the purpose of this policy, line and staff administrators are those administrative employees who are responsible for discharging the various functions of the district at the building level, (Cf. CC Organizational Chart), and who are concerned with the management of auxiliary activities and who serve as an advisory or consulting capacity to the superintendent.

Both line and staff administrative employees are ultimately responsible to the board for the conduct of their official duties. Staff administrators will act as advisors and resource persons to all line administrators but may, at the discretion of the superintendent or board, exert direct administrative control over line administrators.

Approved: October 14, 1985

CD-R Line and Staff Relations

The superintendent's designated representative has the authority to administer district programs assigned by the superintendent. These responsibilities may include direct supervision of line administrators or, in some instances, line administrators may be required to report directly to the superintendent's designated representative.

Approved: May 14, 1990

CE School Superintendent

The superintendent shall be the chief administrative officer of the school system and shall have, under the direction of the board, general supervision of all of the public schools and of all the personnel and various personnel departments of the school district. The superintendent is responsible for the management of the schools under the board policies and is accountable to the board.

The superintendent, at his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by these policies or by vote of the board. The delegation of power or duty, however, shall not relieve the superintendent of responsibility for the action taken under such delegation.

Approved: February 8, 1999

CEA Qualifications

The superintendent shall possess, or be eligible for, a Kansas district leadership license.

Approved: June 13, 1988; 4/13/15

CEB Duties

The superintendent is the chief administrative officer of the board and has charge of the administration of the schools under the direction of the board.

The job of the superintendent, the chief administrative officer, is a group of related tasks, each of which requires special knowledge, information, concepts, abilities and skills. These tasks are grouped into four kinds of responsibilities. The superintendent is a generalist whose responsibilities apply in all areas of operation. The superintendent must view the educational program in its entirety. All tasks must be accomplished so that the whole school system functions with balance and precision. For the superintendent there is no order of priority of responsibility.

In discharging responsibilities, the superintendent works through a problem-solving process. Since time is a component of any process, the superintendent works through time or sequence. In the solution of any problem the superintendent is conscious of the past, the transition period and the future.

The superintendent shall have the following duties:

1. Exercising general supervision over the operation of all schools in the district.
2. Supervising the administration of all school policies.
3. Attending all regular and special meetings of the board and participating in the deliberations without the privilege of presenting or seconding motions, or voting.
4. Preparing, under the direction of the board, the agenda for all board meetings.
5. Reporting regularly to the board regarding instruction, budget, staff, pupil population, school plant, and other school problems so that the members of the board may keep informed about school operations and problems.

CEB Duties

6. Recommending for the board new policies or revisions of previously adopted policy.
7. Assisting the board in evaluating the effectiveness of general or specific areas of the school program.
8. Developing new and dynamic plans for the operation of schools, giving special attention to the program of instruction, budget, staff, pupil population and physical plant.
9. Recommending to the board the election of professional staff members for original employment with all recommendations made based on the selection of the best person available for the position to be filled.
10. Assigning professional staff members to specific positions and reassigning them as conditions warrant the changes. Reassignment involving change in salary status shall be submitted to the board for approval.
11. Recommending the employment of non-certified staff such as secretarial and clerical personnel, custodial and maintenance workers, food service employees.
12. Directing the adjustment of personnel relationships and problems pertaining to personnel, referring to the board only such problems as would necessitate board action.
13. Suspending any professional or non-certified employee whose personal conduct or ineffectiveness in their position makes continued employment contrary to the best interest of the district. The superintendent shall notify the board, in writing, within twenty-four hours of a suspension and further action will be the board's responsibility. Suspension should be invoked only in extreme and acute cases or moral laxity, inefficiency, or unbecoming conduct.
14. Delegating the responsibility of the supervision of an inservice education program for professional staff members and for non-certified employees where it is deemed advisable.
15. Supervising the preparation of the general budget for the operation of the schools and presenting it to the board for approval as a financial plan of operation in accordance with the statutes of the state.

CEB Duties

16. Administering the budget in keeping with the statutes and board policy.
17. Recommending improvement and expansion in school plant facilities as needs become evident.
18. Informing the patrons and taxpayers of the school district accurately and continuously about the program of the schools, interpreting the schools to the public and the public to the schools.
19. Coordinating all educational and business functions of the total school program.

Approved: February 8, 1999

CEC Superintendent Recruitment

The superintendent search presents the board with an opportunity to recruit individuals who will implement the board's goals. The board shall establish an orderly procedure for employing a superintendent that conforms to generally accepted ethical and legal standards and minimizes misunderstanding in the community. The process should allow the board ample opportunity to evaluate the qualifications of a candidate whose professional training and experience meet district needs. The board may solicit applications from qualified staff members and may list the vacancy with placement offices.

The board may select a professional search service who shall screen all applications and recommend finalists to the board for interviews. The board shall interview selected candidates. Board members may visit each finalist's district.

Approved: June 13, 1988; 4/13/15; 7/11/2022

CED Appointment

The superintendent will be offered a one, two or three year contract of employment, renewable annually.

Approved: February 8, 1999

CED-R Appointment

The superintendent's contract will be considered for renewal at the meeting of the board of education in December.

Approved: February 8, 1999: February 13, 2023

CEE Compensation and Benefits

The board shall annually determine the superintendent's compensation and benefits. Compensation shall be based on recent performance and the superintendent's ability to carry out board policy.

Approved: 1/12/87; August 11, 2003

CEF Expense Reimbursement

The superintendent's use of a district motor vehicle and a district credit card shall be confined to necessary school business. The board shall annually prescribe limits and restrictions on the use of credit cards and shall monitor monthly receipts and reimbursement expenses.

All rewards points or cash back payments earned using district credit cards are district property and shall be either applied to future district credit card purchases or remitted to the district treasurer for accounting and deposit.

Expenses for district travel in personal vehicles or extended travel incurred in the performance of official duties shall be reimbursed in accordance with the provisions of GAN.

Approved: 3/11/85; 7/9/01; September 9, 2002; 8/10/15

CEFA Travel Expense

The use of district credit cards shall be confined to necessary school business and reported monthly to the board. Employees shall turn in receipts to the clerk of the board following any usage of the credit card. **District credit cards shall not be used for personal use. Violations of this policy may be grounds for discipline up to and including termination.** Expenses for extended travel incurred in the performance of official duties shall be reimbursed in accordance with the provisions of GAN.

Approved: October 11, 1999

CEG Staff Development Opportunities

The superintendent shall keep updated on new educational practices by: study, visiting other districts, attendance at educational conferences and other means as approved by the board.

Approved: January 12, 1987

CEI Evaluation

The board shall adopt an evaluation system that provides a basis for formal evaluation of the superintendent's performance. The system may include the evaluation form used and the process necessary to complete the form.

The board may evaluate the superintendent using the evaluation form in accordance with current legal requirements for the first four years of employment and annually for the term of the superintendent's employment.

The superintendent's evaluation shall be confidential and be made available only to the board, the superintendent and others as provided by law. The evaluation instrument shall be on file at the district office with the clerk. Any revisions in the evaluation system shall include input from the superintendent.

Approved: 8/14/00; 7/12/04; March 10, 2008

CEI-R Evaluation (Cf. CGI,GBI)

Purpose of Superintendent Evaluation – The evaluation of the superintendent by the board shall accomplish the following:

- Provide an opportunity for the board and superintendent to periodically meet and discuss the superintendent's performance and the district's management
- Review, clarify and discuss the immediate and long-term goals for the district and the superintendent
- Establish, clarify and discuss the major functions, responsibilities and roles of the superintendent and the board
- Facilitate a good working relationship between the board and the superintendent
- Encourage and recognize good administrative performance
- Improve the superintendent's leadership performance and management of the district by suggesting areas of responsibility and operating techniques that may be strengthened; and
- Establish reasonable standards for continued employment of the superintendent.

Procedures – According to K.S.A 72-9003 and K.S.A. 72-5453, the following procedures shall be used to evaluate the superintendent's performance:

1st & 2nd years of employment: At least once per semester by the 60th school day of the semester.

3rd year and beyond; Evaluation shall be conducted annually before the December meeting.

The district's evaluation form may be used. Additional informal executive sessions may be scheduled during the year to discuss the status of the superintendent's performance and the district's management.

The superintendent shall make a mid-year and an end-of-years goals reports, as well as periodic reports to the board on the district's operation.

The superintendent's performance evaluation shall be based on the following:

- Established criteria which are applicable to all administrators'
- Responsibilities defined in the superintendent's job description; and
- Board/superintendent developed performance goals and objectives.

Approved: 8/14/00; March 10, 2008; Feb. 13, 2023

New Evaluation Document: December 13, 1999

New Evaluation Document: December 2022

STERLING UNIFIED SCHOOL DISTRICT NO. 376

Certified Employee Evaluation Process

SUPERINTENDENT

Administrative Evaluation: Superintendent

INTRODUCTION

The successful operation of a school district depends, to a certain extent, upon the abilities and competencies of those administrators responsible for the operation. It is necessary that the principals and the superintendent of schools be evaluated in such a fashion as to insure that the operation of the buildings and district are proceeding in a competent way. The law prescribes certain procedures that must be followed. It is the purpose of this instrument to provide for an effective means of evaluating administrative performance and to meet any and all requirements of the laws of Kansas, specifically K.S.A. 72-9001 through 72-9006.

TIMES OF EVALUATION

The basic plan for evaluation of the superintendent's performance is as follows:

- A. In the first two (2) consecutive years of employment with the Sterling Unified School District, the superintendent shall be evaluated at least two (2) times per year. These evaluations will follow this timetable:
First evaluation completed by the 60th day of the first semester during the school year.
Second evaluation completed by the 60th day of the second semester.
- B. After year 2 of employment, the superintendent will be evaluated annually no later than the December board meeting.

DEFINITION OF TERMS AND PROCEDURES

The superintendent's evaluation will be separated into ten general categories of competencies. Each category will contain descriptive statements of competencies expected of the Superintendent of Schools in USD 376. The board will rate each of the ten general categories of competencies on a scale of 1-5, 1 = unacceptable and 5 = exceptional

The ratings of 3-5 will be considered as performing at or above acceptable standards of performance for Unified School District 376. The ratings 1-2 will be considered an area where improvement is required and/or where suggestions for improvement may be offered. At level 2, set actionable criteria (i.e. level 2 requires some action such as an improvement plan or other corrective action.) The board will indicate in written form all such recommendations.

Additionally, it is recognized that on occasion the superintendent may have made a significant contribution and/or may have consistently performed above district standards. To offer an opportunity for recognition of such meritorious service the board may wish to make written remarks in the space provided.

It is understood that the evaluation process is a communicative process whereby the board and the superintendent have the opportunity to share views on the performance of the superintendent. To facilitate this process the following procedure should be followed:

- Step 1. Each board of education member will rate the superintendent on the evaluation instrument. This will be done independently.
- Step 2. The board of education president, prior to the board meeting, will collect the ratings when the evaluation is to take place. The evaluation presented to the superintendent will include the ratings from each board member. Combine ratings into the official rating (throw out high and low ratings then average 5)
- Step 3. During an executive session of the board, the composite will be discussed by the board and then presented to the superintendent.
- Step 4. Within five (5) days following any board meeting where the formal evaluation instrument or where any written recommendation regarding the work of the superintendent is received, the superintendent shall be provided with a written summary of the conference and the written evaluation form is used. The superintendent shall, within five (5) days of receiving the summary of the conference and the written evaluation form, if used, sign one copy and return it to the district office file. The other copy shall be the superintendent's copy. At any time not later than two (2) weeks after such presentation, the superintendent may respond in writing to the written conference summary and/or the written evaluation form. A copy of such response shall be signed by the board president or the designated representative and returned to the superintendent within five (5) days. The written response shall become part of the conference summary and/or written evaluation file.

Step 5. All summaries of conferences concerning the work of the superintendent will be maintained in a confidential file. Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the superintendent, the board of education, State Board of Education as provided in K.S.A. 72-7515, the board and the administrative staff of any school to which the superintendent applies for employment, and other persons specified by the superintendent in writing to his board. Such files will be open to inspection only during the normal working day of the school district unless special arrangements are made with the president of the board or the superintendent.

Such files shall remain the property of the school district and shall be maintained for a period of not less than three (3) years from the date the evaluation was made.

ADMINISTRATIVE COMPETENCIES

Superintendent of Schools

Instructional Leadership

One of the functions of the superintendent is to provide for the successful operation of an educational program.

The superintendent initiates activities that will lead to improvement in the instructional program. There is an evaluation of existing programs. Provisions are made for inservice training and professional growth of principals and teachers. Curriculum efforts are coordinated within the district. Consideration is given to the needs of the students when planning is done for curriculum change. The superintendent provides the encouragement and opportunity for the staff to work toward curricular improvement.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Business Management

The superintendent must effectively manage the business operations of the district.

The superintendent is responsible for the submission of the necessary reports required of the school district. The district office is organized so as to maximize the efficiency of the daily operations necessary to the school district. The general business affairs of the school district are managed in conformance with board of education policies, with state law, and with state department of education regulations.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Superintendent of Schools

Facility Management

The superintendent is responsible for the management of the school district facilities and equipment.

The superintendent supervises a plant maintenance program that provides for the buildings and grounds to be kept in an efficient manner. There is planning for facility improvement and repairs. Assessment is made of equipment needs. Replacement and new acquisitions are prioritized as to their importance in carrying out the functions of the school district.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Fiscal Management

One of the most important duties of the superintendent is to oversee the fiscal affairs of the school district.

The superintendent exercises good judgement concerning budget recommendations and requests for the expenditure of district funds. Budget preparation and accounting procedures are fiscally sound. The superintendent insures that adequate reporting of budgetary matters is made to the board of education. Long range planning is done for the investment of funds and the disbursement of monies during the year.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Personnel Management

The administration of a sound personnel program is an important function of the superintendent.

The superintendent demonstrates sensitivity to the needs and desires of the employees. Leadership is provided in a fair and consistent manner so as to guide and involve the employees in school district functions. Administrative support is provided to employees as needed.

The superintendent delegates authority and makes assignments so that (1) employees know and may perform their duties; and (2) the interests of the school district are served.

The superintendent assumes the necessary responsibilities for employee selection in filling vacancies and provides for an adequate evaluation program leading to recommendations for reemployment, termination, or re-assignment.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Transportation Management

The superintendent is responsible for the management of the school district transportation system.

The student transportation system is operated in accordance with state laws and regulations. Proper attention is given to the assignment of routes, drivers and vehicles. Necessary arrangements are made for the transportation needs of the instructional and activities programs. The superintendent supervises the maintenance, upkeep, and replacement of vehicles and equipment in an efficient manner.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Superintendent/Board of Education Relationship

The superintendent has a responsibility to the board of education and for the working relationship with the board.

There is a professional loyalty to the board of education and the school district. Policies and procedures are known and supported. There is recognition that the board of education is the governing body of the school district. The board is kept informed of the major events and happenings of the school district. Board agendas and support material are sufficient for the board to render decisions on district affairs. The superintendent makes recommendations to the board that reflect administrative leadership.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Communication Skills

The superintendent is responsible for the maintenance of an effective program of communications concerning the school and those associated with it.

There is an ability to communicate information concerning the school to the employees, parents, and patrons. The communicative process is viewed as a two-way effort.

There is a willingness to seek input from others when collecting information to form policies and decisions.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

Professional Qualities

The superintendent shall exhibit certain professional qualities for the position he holds.

The superintendent represents the school district in a manner conducive to the development of positive attitudes toward the Sterling school system. The superintendent keeps abreast of current trends in education through inservice work, seminars, workshops, and/or professional literature.

Leadership is exhibited in solving school district problems. Decision-making is consistent with board policies and philosophies. Solutions are reached which are realistic and constructive in nature. Decisions are timely and effectively carried out.

The superintendent has the ability to face controversy in a professional and ethical manner. There is a willingness to accept the responsibility for the consequences of decisions.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

[illegible]

Personal Qualities

There are certain personal qualities that will contribute much to the success of a school administrator. Items listed here are deemed essential to effective administration.

The superintendent:

- (1) Has the necessary physical vitality to maintain professional responsibilities.
- (2) Is able to demonstrate emotional maturity and enthusiasm for the position. There is a degree of self-confidence, humor, and an even temperament in meeting the demands of the position.
- (3) Presents a good personal appearance by being well groomed and appropriately dressed.
- (4) Uses grammatically correct language and clear enunciation.
- (5) Reacts and interacts with others in a friendly, sincere and tactful way.
- (6) Has listening skill.
- (7) Shows a positive response to constructive criticism.

1 - unacceptable 2 - poor 3 - average 4 - good 5 -Exceptional

Written Comments

[illegible]

STERLING UNIFIED SCHOOL DISTRICT NO. 376

EVALUATION OF _____

DATE OF CONFERENCE _____

DATE OF WRITTEN SUMMARY TO EMPLOYEE _____

SIGNATURE OF EVALUATOR(s) _____

I acknowledge presentation of this document and understand that this document will be kept on file at the district office for a period of not less than three (3) years.

It is further understood that my signature does not necessarily indicate agreement with the evaluation and that I may respond in writing to this evaluation within two (2) weeks.

Signed _____

Employee Being Evaluated

CEJ Separation

The board of education may elect to non-renew the contract of the superintendent.

Approved: January 11, 1980

CEJ-R Separation

In the event the board votes not to renew the superintendent's contract, said vote shall be based on a series of appropriate written evaluations by the entire board.

Approved: January 11, 1980

CEK Resignation

The superintendent may resign from his/her position at any time upon submission of a written resignation submitted to the president of the board of education at a regular or special board meeting. The board will consider the acceptance of said resignation in light of the needs of the school district.

Approved: February 8, 1999

CF Board-Superintendent Relations (See BBC) CF

The board delegates to the superintendent all administrative duties. The board reserves the ultimate decision in all matters concerning personnel, policy, or expenditures of funds; and it will normally proceed in those areas only after receiving the superintendent's recommendations.

Approved: 8/10/20

CG Administrative Personnel (See also KB)

The board of education shall employ administrative personnel as needed.

Compensation Guides and Contracts - All administrative personnel shall be compensated for their services with a contracted salary determined by the board. Administrative contracts shall be reviewed annually. The board shall determine the terms and length of each contract. The board's attorney may develop and review administrator contracts. (See KB)

Qualifications and Duties - The superintendent shall develop appropriate job descriptions for each administrative position. When adopted by the board, job descriptions shall be filed in the central office and may be published in the appropriate handbook. (See CG-R)

Recruitment - The board of education delegates to the superintendent of schools the authority to identify and recommend the appointment of qualified individuals to fill vacant administrative positions. The superintendent shall screen all applicants and may use other staff members to assist. The superintendent shall make recommendations to the board. The district may pay pre-approved expenses incurred by candidates interviewed for an administrative position.

Assignment - The board shall solicit the superintendent's recommendations in appointment, assignment, transfer, demotion, termination or non-renewal of any administrative personnel.

Orientation - The superintendent shall conduct an appropriate administrative orientation program.

Supervision - The superintendent shall be responsible for supervising all administrative personnel.

Administrative Intern Program – The board may establish, by contract with an approved administrator training institution, an administrative intern program.

Travel Expense and Reimbursement – Travel expense for administrative staff shall be provided in accordance with CEF and GAN.

Approved: 5/14/90; August 11, 2003

CG-R Administrative Personnel

The board will solicit the recommendations of the superintendent in appointment, assignment, transfer, demotion, termination, or non-renewal of any administrative personnel. The board may take actions on any of these matters.

Recruitment - All applicants will be screened initially by the superintendent who may use other staff members to assist him, and who shall then make recommendations to the board.

Compensation Guides and Contracts - Central staff administrative contracts will be reviewed each January. All line administrator contracts will be reviewed each February. The board will determine the term of each administrative contract.

Qualifications and Duties - All student records will be placed in a file cabinet, which can be locked or otherwise secured from free inspection by unauthorized personnel. Each principal will be held responsible for the safety of said records.

CG-R Administrative Personnel

School Principals - The school principalship is a key position of educational leadership. The principal is responsible for the education of children in the building. The principal reports directly to and is responsible to the superintendent of schools. The chief school administrator, who in turn has received their authority from the board of education, delegates the authority of the building principal. The primary function of the principal is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best school program which they can conceive within the existing pattern of organization of the school system.

The principal shall have the following duties:

1. Carrying out policies and directives of the board of education, with immediate responsibility to the superintendent.
2. Supervising, directing, and evaluating the work of all personnel, the general instructional program, and classroom management, and assuming responsibility for the proper assignment of duties.
3. Exercising general supervision over the grounds, buildings, and equipment of the school, in order that a good and safe environment may be maintained.
4. Helping to direct the work of the building custodians.
5. Conducting fire drills in conformity with the requirements of the state statutes.
6. Administering the policies of the board of education within the school.
7. Maintaining all required student records and transferring student records within the system.
8. Directing all accounting for the school.
9. Cooperating with directors and coordinators in improving instruction and meeting shared responsibilities.
10. Promoting desirable home-school and school-community relationships.

Approved: January 12, 1987

CGI Evaluation (See CEI and GAK) CGI

Administrative personnel shall be evaluated in writing by the superintendent in accordance with legal requirements for the first four years of employment and at least annually thereafter. Administrative personnel files and evaluations shall be available only to the board, the appropriate administrator, the superintendent, and others authorized by law.

The board's procedures concerning evaluation of district administrators shall be on file with the clerk in the central office and may be published in the appropriate handbook.

Approved: January 12, 1987; 8/11/14

STERLING UNIFIED SCHOOL DISTRICT NO. 376

Certified Employee Evaluation Process

BUILDING ADMINISTRATOR

EVALUATION OF _____

DATE OF CONFERENCE _____

DATE OF WRITTEN SUMMARY TO EMPLOYEE _____

SIGNATURE OF EVALUATOR(s) _____

I acknowledge presentation of this document and understand that this document will be kept on file at the district office for a period of not less than three (3) years.

It is further understood that my signature does not necessarily indicate agreement with the evaluation and that I may respond in writing to this evaluation within two (2) weeks.

Signed _____
Employee Being Evaluated

Administrative Evaluation: Building Administrator

INTRODUCTION

The successful operation of a school district depends, to a certain extent, upon the abilities and competencies of those administrators responsible for the operation. It is necessary that the principals and the superintendent of schools be evaluated in such a fashion as to insure that the operation of the buildings and district are proceeding in a competent way. The law prescribes certain procedures that must be followed. It is the purpose of this instrument to provide for an effective means of evaluating administrative performance and to meet any and all requirements of the laws of Kansas, specifically K.S.A. 72-9001 through 72-9006.

TIMES OF EVALUATION

The evaluation of administrative competency cannot be completed once and then be expected to remain as the sole basis of competency for a number of years. Neither is there a need to make an evaluation of experienced administrators each year. Thus, we assume a need to have a structured yet flexible plan. It is understood that administrators will be evaluated as per a basic plan and as further determined by the board of education and/or the superintendent of schools, provided that all evaluations will be made in writing and that conferences concerning these evaluations will be held.

The basic cycle for evaluation of administrative performance is as follows:

- A. Each building administrator in the first two (2) consecutive years of their employment with the Sterling Unified School District shall be evaluated at least two (2) times per year. These evaluations will follow this timetable:

First evaluation completed no later than the 60th day of the first semester. Second evaluation completed no later than the Friday before the February board of education meeting, but not later than February 15.

- B. Each building administrator in the third and fourth year of employment with the Sterling Unified School District shall be evaluated at least one (1) time per year. This evaluation shall be completed no later than the February board of education meeting, but not later than February 15.
- C. After the fourth year of employment in the Sterling Unified School District each building administrator shall be evaluated at least once in every three (3) year. In the scheduled years of evaluation the evaluation shall be held no later than the February board of education, but not later than February 15.
- D. Building administrators who are notified of specific areas of improvement shall be given the opportunity to improve and shall be re-evaluated before termination or reemployment.

DEFINITION OF EVALUATIVE STANDARDS

The competencies will be rated in one of two general categories. The first category will be designated "MEETS OR EXCEEDS DISTRICT STANDARDS". This will be considered as performing at or above acceptable standards of performance for Unified School District No. 376.

The second category will be designated "RECOMMENDATION." This will be considered as an area where improvement is required and/or where suggestions for improvement may be offered. The evaluator will indicate in written form all such recommendations.

Additionally, it is recognized that on occasion an employee may have made significant contributions and/or may have consistently performed above district standards. To offer an opportunity for recognition of such meritorious service the evaluator may wish to make written remarks in the space provided.

One of the goals of all written remarks and ratings will be to provide dialogue between the evaluator and the one being evaluated. To facilitate communications, all evaluation forms will be discussed in one or more evaluation conferences.

SEQUENTIAL STEPS IN THE EVALUATION PROCESS

The development of satisfactory procedures is an important phase of the evaluation process. Information concerning the sequence to be followed is important to those involved. Certain steps to be followed in this process are as follows:

- Step 1. Individual orientation will be given to all building administrators prior to the opening of the school year regarding any changes that may have occurred in the evaluation instrument.
- Step 2. Those administrators who are to receive a full evaluation as outlined in the basic cycle for evaluation shall be notified no later than September 15 of each year.
- Step 3. Within five (5) days following any conference where the formal evaluation instrument or where any written recommendation regarding the work of the administrator is reviewed, the administrator shall be provided with a written summary of the conference and the written evaluation form if used. The administrator shall, within five (5) days of receiving the summary of the conference and the written evaluation form if used, sign one copy and return it to the district office. The other copy, bearing the signature, shall be the administrator's copy. At any time not later than two (2) weeks after such presentation, the employee may respond in writing to the written conference summary and/or the written evaluation form. A copy of such response shall be signed by the evaluator or designated representative and returned to the employee within five (5) days. The written response shall become part of the conference summary and/or written evaluation file.
- Step 4. All summaries of conferences concerning the work of an administrator will be maintained in a confidential file. Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated principal or superintendent, the board of education and superintendent, state board of education as provided in K.S.A. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his board. Such files will be open to inspection only during the normal working day of the school district unless special arrangements are made with the superintendent of schools.

Administrators shall have the right to review their own personal file. The administrator shall request permission of the superintendent before reviewing their file.

Such files shall remain the property of the school district and shall be maintained for a period of not less than three (3) years from the date the evaluation was made.

ADMINISTRATIVE COMPETENCIES

Building Administrators

Instructional Leadership

The primary function of a building principal is to provide for the successful operation of an educational program. To this end they must demonstrate skill as the educational leader of the instructional program.

The principal initiates activities that lead to improvement in the instructional program. There is an ongoing evaluation of existing programs. The principal encourages the staff toward curricular improvement and actively works with them on projects for curricular improvement. The principal organizes and plans the instructional program in order to meet the needs of students and develops curriculum and strategies that lead to improvement of student achievement.

☐

Meets or Exceeds District Standards

☐

Recommendation

Written Comments

The principal supervises the teacher evaluation system to fulfill the goal of instructional improvement. Skill is demonstrated in helping the staff adjust their material and methods to the needs of the curriculum and for an improvement in the delivery of their services to students. Provisions are made for inservice training and professional growth of the staff.

☐

Meets or Exceeds District Standards

☐

Recommendation

Written Comments

Professional Leadership

The principal shall exhibit certain professional qualities for the position that is held.

1. The principal represents the school and the school district in a manner conducive to the development of positive attitudes toward the school system.
2. The principal keeps abreast of current trends in education through inservice work, seminars, workshops, college courses, and/or professional literature.
3. Leadership is exhibited in solving school district problems. Decision-making is consistent with district attitudes and philosophies. Solutions are reached which are realistic and constructive in nature. Decisions are sound, timely and effectively carried out.
4. The principal has the ability to face controversy in a professional and ethical manner. There is a willingness to accept responsibility for the consequences of decisions.
5. There is a loyalty to the school district. Policies and procedures are known and supported. Cooperation is given to other administrators.

1

Meets or Exceeds District Standards

7

Recommendation

Written Comments

[illegible]

Business Management

The principal must effectively manage the business operations of the school.

The principal:

1. Submits reports that are accurate, complete and on time.
2. Manages the general business affairs of the building as they relate to the district office and board of education in conformance with district policies and procedures.
3. Keeps the district office informed of major events and happenings in the building.
4. Provides the proper and necessary arrangements for the transportation needs of the instructional and activities programs.
5. Works to develop a proper activity program and assumes the responsibility to supervise and/or assign supervision for the conduct of student activities. Student activity funds are maintained in accordance with acceptable accounting practices.
6. Exercises sound judgement concerning budget recommendations and requests for the expenditure of district funds.

1

Meets or Exceeds District Standards

7

Recommendation

Written Comments

[illegible]

Communication Skills

The principal shall establish and maintain an effective program of communications concerning the school and those associated with it.

The principal:

1. Demonstrates the ability to communicate information concerning the school to the students, parents, staff, superintendent and the board of education.
2. Relates to students effectively. There is evidence that the principal is able to establish a rapport with students. Discipline and control are maintained in a positive and uniform fashion. The principal shows an appreciation for the worth of students as individuals.
3. Encourages home and school cooperation and serves as an avenue for community input into the programs of the school and for promoting the programs into the community.

Meets or Exceeds District Standards

5

Recommendation

Written Comments

[illegible]

Personnel Management

The administration of a sound personnel program is an important function of the principal.

The principal:

1. Delegate's authority and makes assignments so those classified and certified employees may perform their duties.
2. Interacts with the staff in a fair, consistent manner; is supportive of the staff; and, is sensitive to their needs.
3. Assumes the necessary responsibilities for staff selection in filling vacancies and provides for an adequate program of staff evaluation leading to recommendations for reemployment, termination, or re-assignment.

Meets or Exceeds District Standards

9

Recommendation

Written Comments

[illegible]

Plant Maintenance and Supervision

The principal is responsible for the management of the school plant, facilities and equipment.

The principal is responsible for the quality of maintenance and the performance of maintenance personnel so that the grounds, buildings, and equipment are operated to best benefit the educational mission of the school. Students and staff are encouraged to share school pride in the building and equipment. Use of facilities by community groups is effectively controlled.

Meets or Exceeds District Standards

9

Recommendation

Written Comments

[illegible]

Personal Qualities

There are certain personal qualities that will contribute much to the success of the school principal. Items listed here are deemed essential to effective administration in USD 376.

The principal:

1. Presents a good personal appearance by being well groomed and appropriately dressed.
2. Has the necessary physical vitality to maintain professional responsibilities.
3. Uses grammatically correct language and clear enunciation. Voice and speech patterns are well modulated and easily understood.
4. Is able to demonstrate emotional maturity and enthusiasm for the job. There is a degree of self-confidence, humor, and an even temperament in meeting the demands of the position.
5. Exhibits patience and understanding with students and parents. The principal reacts and interacts with others in a friendly and tactful way.
6. Shows a positive response to constructive criticism.
7. Have effective listening skills.

1

Meets or Exceeds District Standards

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Recommendation

Written Comments

[illegible]

CGK Suspension

The superintendent shall have the authority to suspend district administrators with pay pending further board action.

The superintendent may suspend administrators with pay for any reason, including, but not limited to, one or more of the following: alleged violation of or failure to implement board policy, rule, or regulation; refusal or failure to follow a reasonable directive of the administrator's supervisor, the superintendent, or the board; the filing of a complaint against the administrator with any civil or criminal authority; the alleged commission of an offense involving moral turpitude; or other good cause.

If a suspension without pay is imposed on an administrator, the administrator is entitled to pay until the administrator has been advised of the basis for suspension and has been given an opportunity to respond.

Approved: 8/12/19

CJ Consultants (Cf. BBG)

The administrative and supervisory staff of the district shall encourage the use of professional consultants and other resource persons when such consultative services will be helpful in the improvement of the educational program in the district. All compensated consultants should be approved by the board prior to the invitation and arrangement for visitation by such person or persons to the district except when such compensation is within the amount specifically budgeted.

Approved: May 14, 1990

CK Professional Development Opportunities

Line and staff administrators of the district shall make every effort to stay abreast of the latest developments in their respective fields. The board may require or otherwise encourage administrators to attend summer sessions, conferences, workshops or other activities, which will directly benefit the district's schools. Expenses of tuition, board and room, travel and other incidental expenses will be paid by the district to attend state, national and local meetings approved by the superintendent in accordance with money budgeted for this purpose. Also included: to attend periodic in-service workshops sponsored by the district; to improve skills in personnel management, supervision and improvement of instruction, public relations and other aspects of school management.

Approved: September 8, 1986

CM **Policy Implementation**

Administrative employees who fail to implement board policies may, by board action, be suspended without pay, demoted, placed on probation, nonrenewed, or terminated.

Approved: September 8, 1986; 8/12/19

CM-R **Policy Implementation**

Failure of any administrative employee to implement board policies may result in suspension, demotion, probation nonrenewal or termination of employment in accordance with procedures set forth in these policies and rules.

Approved: August 14, 2000

CMA Administrative Rules

The board delegates to the superintendent the responsibility for developing required actions and for designing the detailed arrangements under which the schools will be operated. These rules and detailed arrangements shall constitute the administrative regulations governing the schools and shall be approved by the board of education.

Rules Drafting -The board of education delegates to the superintendent the function of formulating the administrative rules and regulations designed to carry out the policies of said board.

Staff Involvement - In the development of rules, regulations and arrangements for the operation of the school system, the superintendent may include at the planning state those employees who will be affected by such provisions.

The superintendent may develop channels with professional and non-certified employees for the ready exchange of ideas and feelings regarding the operation of the schools. He/she may weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and should inform the board of such counsel in presenting reports of administrative action and in presenting recommendations for board action. (See also GAC)

Community Involvement - The superintendent may involve members of the lay public on committees or study groups whenever necessary and when participation of such lay people may materially aid in the solution of school district problems or enhance the submission of recommendations of proposed board action or school district policy formulation.

Student Involvement - The superintendent is encouraged to include students in the formulation of administrative rules. (See also JCB)

Rules Dissemination-Copies of administrative rules will be given to those employees who play a role in enforcing the rules or who are affected by said rules for any other reason.

Rules Review-Administrative rules adopted by the board of education will be subject to continuous review by the board and school district staff.

Approved: May 14, 1990

CMA-R **Administrative Rules**

No administrative rules shall be in conflict with board of education policy or rule.

Rules Drafting - All proposed rules may be submitted to the board's attorney for approval as to legality before being submitted to the board for final approval.

Staff Involvement - The superintendent and principals shall, at their own discretion, appoint committees for such functions as are not being performed by existing groups or persons.

Each staff committee shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was designated to operate. All committees will terminate no later than one year after their establishment. (Cf. GAC)

Community Involvement - All committees with community involvement will terminate no later than one year after their establishment.

Student Involvement - The use of students in the formation of policies and rules shall, to the extent desirable by the school district's administration, be restricted to areas pertaining to attendance center administration. The use of students on committees working to solve district-wide problems may be considered if the subject matter pertains to general student interest.

Approved: February 8, 1999

CMB Administration in Policy Absence

In cases of an emergency nature in which action must be taken within the school system where the board of education has provided no guides for administrative action, the superintendent shall have the power to act. His decisions shall be subject to review by action of the board of education at the next board meeting. It shall be the duty of the superintendent to inform the board of education promptly of such action and of the need for policy.

Approved: February 8, 1999

CMB-R Administration in Policy Absence

In the event the superintendent is forced to implement this policy in the absence of regular board of education guidelines, he/she shall draft a proposed board policy together with appropriate rules, to be presented to the board of education for its consideration.

Approved: May 14, 1990

CN **Public Records** (See BE, CNA, ECA, IDAE, II, HAI, JGGA, JR et seq.)

The board designates the superintendent as its Freedom of Information Officer. The Freedom of Information Officer shall have the authority to establish and maintain a system of records in accordance with the Kansas Open Records Act and other applicable laws. The board further assigns the clerk to handle requests for records and to serve as the custodian of the records. The custodian shall prominently display and distribute or otherwise make available to the public a brochure concerning record access in the form prescribed by the local Freedom of Information Officer.

Types of Records

A public record means any recorded information, regardless of form or characteristics, which is made, maintained, kept by, or in the possession of the district, including those exhibited at public board meetings.

Central Office Records

Records maintained by the superintendent shall include, but may not be limited to, the following: financial, personnel, and property (both real and personal) owned by the district.

Building Records

Records maintained by the building principals shall include, but may not be limited to, the following: activity funds, student records, and personnel records. (See JR et seq.)

Public Access

All records, except those subject to exception by the Kansas Open Records Act, shall be open to inspection by the general public during regular office hours of any school or the district office. The superintendent will establish procedures for making records available on normal business days when district offices are closed. The district may charge and require advance payment of a fee for providing access to or furnishing copies of public records.

Requests for access to open records shall be made in writing to an official custodian of district records. The official custodian shall examine each request to determine whether the record requested is an open record or is subject to an exception of the Kansas Open Records Act that would allow the record to remain closed. The custodian may also refuse to provide access to a public record or to permit inspection if a request places an unreasonable burden in producing public records or if the custodian has reason to believe that repeated requests are intended to disrupt other essential functions of the district. The custodian shall either grant or deny each request.

If the custodian does not grant the request, the person requesting the record shall receive a written explanation of the reason for the denial within three days of the request, if an explanation is requested. If the requester disagrees with the explanation, the freedom of information officer shall settle the dispute.

Each request for access to a public record shall be acted upon as soon as possible, but not later than the end of the third business day following the date that the request is received. If the request is not acted on immediately, the custodian shall inform the requester, within the three-day window, when and where the open record will be made available.

Each custodian shall file all requests and their dispositions in the appropriate office and make reports as requested by the superintendent or the board.

Records

Copies of Records

Copies of open records shall be available upon written request, unless otherwise specified in Kansas or federal law. Requestors may only make abstracts or obtain copies of public records to which they have access under the Kansas Open Records Act. The district shall not be required to provide copies of radio or recording tapes or discs, video tapes, films, pictures, slides, graphics, illustrations, or similar audio or visual items or devices, unless such items or devices were shown or played during open session of a district board meeting. Similarly, the district shall not be required to provide such items or devices which are copyrighted by a person other than the board. Furthermore, nothing in the Kansas Open Records Act requires the district to electronically make copies available by allowing a requestor to obtain copies by inserting, connecting, or otherwise attaching an electronic device provided by the requestor to the computer or other electronic device of the district.

Advance payment of the expense of providing access to or furnishing copies of open records shall be borne by the requestor. Under no circumstances shall the documents be allowed out of their usual building location without approval of the official custodian.

The board may prescribe reasonable fees for providing access to or furnishing copies of public records, subject to the following:
in the case of fees for copies of records, the fees shall not exceed the actual cost of furnishing copies, including the cost of staff time required to make the information available at \$20 per hour with a one hour minimum and printing fees of 25 cents per page, as applicable;

In the case of fees for providing access to records maintained on computer facilities, the fees shall include only the cost of any computer services, including staff time required.

Revenue from copying open records will be deposited in the district's general fund.

Disposition

All district office records shall be kept for at least the minimum length of time required by law.

The clerk is designated as the official custodian of all board and district office records maintained by the district. Each building principal is designated as official custodian of all records maintained at the building level. In addition to those records required by law, the {clerk} shall be responsible for preparing and keeping other records necessary for the district's efficient operation.

District employees shall follow the guidelines found in the student records policies. (See IDAE and JR through JRD)

Approved: 8/14/00; April 9, 2007, 1/9/17, 2/11/19, 8/12/19

Unified School District No. 376
Sterling, Kansas

Public Request for School Records

Person Requesting Records _____

Address of person requesting records _____

Specific records being requested _____

_____ Approval to release records

_____ Denial to release records

_____ Delayed release of records

Reason for denial or reason for delay:

Custodian/Freedom of Information Officer

Date

For office use only:

Date and time request was made _____

Estimated cost of copies and applicable employee time: \$ _____
(To be paid in advance)

8/00

CNA Document Production, Including Electronic Information *

(See BCBK, BE, CN, ECA, IDAE, II, JGGA, JR et seq. and KBA)

Destroying Documents

After the district receives knowledge of legal action against the district or its employees, no documents or electronic information pertaining to the subject of the action, maintained in any form, may be destroyed as long as the legal action is pending.

Approved: 8/12/19

CO Reports

The board may require reports from its administrative staff concerning the condition, operation or needs of the schools in the district.

Types

The superintendent shall submit to the board upon request, a brief summary report. The report shall be designed to bring to the board's attention:

1. Problems with the board itself, as distinct from the administrative staff, may be called upon to solve.
2. Changes in practice which are significant enough to be worth the board's attention.
3. Statistics such as the following, with comparable data from the previous years or from other communities and states.
4. Test scores and other objective measurements of students' mental capacity, aptitude, and achievement.
5. Number of students receiving special services.
6. Auditor's year-end reports on receipts and all expenditures.

The superintendent or the designated representative shall present a monthly budget report to the board.

The board delegates to the superintendent the authority to request certain reports from the district's staff concerning the operation of the district or on any subject relating to the education program of the district.

Dissemination (Cf. JR et seq.)

Upon request, the board will receive a copy of any report submitted to the superintendent. Copies of staff reports may be sent to other staff members for their confidential use at the discretion of the superintendent. Staff reports will be made public upon direct approval of the board.

Approved: May 14, 1990

CYA Document Production, Including Electronic Information* (See BCBK, BE, CN, CYA, ECA, ICA, ICAA, IDAE, II, JDE, JDG, JF, JFAA, JGGA, JRC and KBA)

Destroying Documents – After the district receives knowledge of legal action against the district or its employees, no documents or electronic information pertaining to the subject of the action, maintained in any form, may be destroyed.

Approved: April 9, 2007

*For detailed information, see Federal Rules of Civil Procedure. 34 Production of Documents, Electronically Stored Information.