

Raymond School District Policy – CBIA

FOR REDACTION – FIRST READING DECEMBER 18, 2019
SUPERINTENDENT’S EVALUATION

Statement of Purpose:

Through evaluation of the Superintendent, the Board will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Develop harmonious working relationships between the Board and Superintendent.
4. Provide effective administrative leadership for the school system.

Evaluation Time Frame:

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships. A preliminary written review to take place at the 2nd regular school board meeting in October and a formal written evaluation at the 2nd regular school board meeting in February. Written notification of renewal/non-renewal must be given to the Superintendent according to contract.

SUPERINTENDENT’S PERFORMANCE AREAS:

Performance Area #1: EDUCATIONAL LEADERSHIP:

- A. Participates with community, staff, and Board in the development of educational curriculum, priorities and opportunities
- B. Keeps informed about current developments in education
- C. Is knowledgeable of and adheres to all applicable state and federal laws/guidelines

Performance Area #2: DISTRICT MANAGEMENT:

- A. Develops sound personnel practices including, but not limited, to the assessment of staffing needs, nomination and assignment of staff, definition of duties and reviews the evaluations of district staff
- B. Promotes good morale
- C. Delegates responsibility/work effectively
- D. Deals with personnel issues impartially and objectively, within a timely manner
- E. Monitors the ongoing physical/financial needs of the school system
- F. Prepares preliminary budget for School Board review
- G. Assists in identifying, planning, and implementing capital improvements

Performance Area #3: RELATIONSHIP WITH THE BOARD:

- A. Keeps Board informed consistently through oral and written communications
- B. Offers professional advice
- C. Deals with each Board member equally and without prejudice
- D. Refrains from public criticism of Board members
- E. Is knowledgeable of, adheres to, and enforces all policies and fulfills all directives of the Raymond School Board
- F. Assist the School Board in the development of attainable goals and objectives

- G. Develops effective programs/procedures to achieve both short and long term goals within established time frames

Performance Area #4: COMMUNITY RELATIONS/COMMUNICATION:

- A. Receptive to input from all individuals and groups
- B. Works with news media effectively
- C. Accepts opportunities to attend or participate in community sponsored activities/organizations
- D. Responds to concerns of the community

Performance Area #5: NEGOTIATIONS:

- A. Identifies contract language issues and proposed modification
- B. Participates in the collective bargaining process as determined by the Board
- C. Establishes productive relationships with bargaining groups
- D. Manages contracts effectively

See Appendix CBIA-R

Adopted: April 21, 1988
R/R: April 18, 2002
Revised: October 21, 2009
Revised: September 5, 2012

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