

The Board of Education will evaluate the Superintendent annually.

The Superintendent's evaluation will consist of two parts:

- Progress Toward District Goals and Objectives
- Demonstration of Executive Skills

The evaluation process shall include, but not limited to, consideration of the following areas:

- Educational Leadership
- Business and Financial Administration
- Staff Relationships and Personnel Administration
- Community-School Relations
- Relationship with the Board

In addition the Board will conduct a self-evaluation to identify its strengths and weaknesses and to provide direction for the improvement of the Board's management role.

Requirements:

The purpose of the evaluation shall be:

1. To promote professional excellence and improve the skills of the Superintendent.
2. To improve the quality of education received by the pupils served by the Kellogg School District.
3. To improve a basis for the review of the job performance of the Superintendent.
4. To improve communications between the Board of Education and the Superintendent.

The role and responsibility of the Board shall be:

1. To review, revise, and approve procedures and instruments suggested by the Superintendent for the implementation of this policy.
2. To hold an annual summary conference between the majority of the full membership of the Board and the Superintendent. This conference shall include a review of the Superintendent's performance in terms of his/her job description, progress towards district goals and objectives, and demonstration of executive skills.
3. To adopt, subsequent to the annual summary conference, an annual written performance report, approved by the majority membership of the Board. This report shall include:
  - a. Performance areas of strength.
  - b. Performance areas needing improvement based upon the job description and evaluation criteria.
  - c. Recommendations of professional growth and development.
  - d. A summary of available indicators of pupil progress and growth, and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the Superintendent.
  - e. Provision for performance data which has not been included in the report prepared by the Board of Education to be entered into the record by the Superintendent within ten (10) working days after the completion of this report.

The role and responsibility for the Superintendent shall be to provide information and propose, for Board approval, procedures for:

1. Development of a job description and evaluation criteria, based upon the district's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and

responsibilities of the Superintendent. The evaluation criteria shall include, but not limited to, available indicators of pupil progress, district records, and personal observation.

2. The Superintendent will, with the administrative team, develop an action plan for each objective. Each action plan will describe:
  - a. The major activities involved in achieving the objective.
  - b. When each major activity will be accomplished.
  - c. Staff and resources required.
  - d. Indicators of success (what events or products will indicate that the objective has been achieved).
  - e. Constraints and/or possible consequences.
3. By early September, the Board will review each plan, and, after discussion, each will be approved, modified, or dropped. Upon approval, the Superintendent will set about implementing the plans.
4. During the school year, the Superintendent is expected to provide the Board with reports being made on each objective.
5. The sum total of the Superintendent's progress in achieving the district objectives to the Board's satisfaction will be determined at the Annual Summary Conference. The Superintendent will be expected to provide reasons for any objective not achieved or partially achieved. The Board will collectively judge whether the reasons are satisfactory.
6. Board members shall annually conduct a self-evaluation to determine the degree to which they are meeting their responsibilities as Board members and the educational needs of the school community. Such a self evaluation should be directed toward positive criticism and should be frank and honest in identifying areas which should be strengthened by individual members as well as by the total Board. It is the intent of this policy that this self-evaluation process shall be used to establish priorities for action, to establish specific goals and objectives to strengthen the operation of the Board and the contributions of each individual, and to identify areas and activities which should be addressed by the Board and its members in order to improve the quality and functioning of the Board of Education.



LEGAL REFERENCE:

Idaho Code Sections  
33-513  
33-514  
9-340 *et. seq.*

ADOPTED: August 11, 1997