

Section C: GENERAL SCHOOL ADMINISTRATION

Section C of the NEPN/NSBA classification system contains policies, regulations, and exhibits on school management, administrative organization, and school building and department administration — including the administrative aspect of special programs and systemwide reforms such as school- or site-based management. It also houses personnel policies on the superintendent, senior administrators (management team), and school principals. All phases of policy implementation — procedures or regulations — are properly located in this section.

- CA Administration Goals/Priority Objectives
- CAA Evaluation of School Administration *NO*

- CB School Superintendent *NO*
- CBA Qualifications of Superintendent
- CBB Recruitment of Superintendent
- CBC Superintendent Powers and Responsibilities
- CBD Superintendent's Contract
- CBE Superintendent's Salary, Compensation, and Benefits
- CBF Superintendent's Conduct
- CBG Superintendent's Professional Development Opportunities
- CBH Superintendent's Consulting Activities
- CBI Evaluation of Superintendent
- CBJ Superintendent's Termination of Employment
- CBJA Dismissal of Superintendent *NO*
- CBJB Retirement/Resignation of Superintendent

- CC Administrative Organization
- CCA Organization Charts
- CCB Line and Staff Relations
- CCC Staffing Formulas/Ratios

- CD Management Team/Senior Staff
- CDA Evaluation of Management Team

- CE Administrative Councils, Cabinets, and Committees

- CF School Building Administration
- CFA School Principals/Building Administrators
- CFB Evaluation of Principals/Building Administrators
- CFC Assignment and Transfer of Building Administrators
- CFD Site- or School-Based Management
- CFE School Climate *NO*
- CFF Support Personnel for Building Administration
- CFG Elementary School Administration
- CFH Secondary School Administration
- CFHA Middle School/Junior High School Administration
- CFHB High School Administration

- CG Special Programs Administration
- CGA Summer Programs Administration
- CGB School-Based Child Care Programs Administration
- CGC Adult Education/Lifelong Learning Programs Administration
- CGD State and Federal Programs Administration

- CH Policy Implementation
- CHA Development of Regulations

- CHB** Board Review of Regulations (Also BGD)
- CHC** Regulations Communication
- CHCA** Handbooks and Directives
- CHD** Administration in the Absence of Policy

- CI** Temporary Administrative Assignments

- CJ** Administrative Intern Programs

- CK** Administrative Consultants

- CL** Research/Administrative Reports

- CM** School District Annual Report

Administration Goals/Priority Objectives

The purpose of charter school administration is to help create and foster an environment in which students can learn most effectively. All administrative duties and functions shall be appraised in terms of the contribution that they make to better instruction and to higher student motivation and achievement.

The Charter Board shall rely on its chief executive officer, the administrator of the charter school, to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization shall be such that all departments of the charter school are part of a single system subject to the policies set forth by the Charter Board and implemented through a single chief administrator, the administrator.

The administrator of the charter school and of all divisions and departments is expected to administer to the units in accordance with Charter Board policy and regulations. However, the mere execution of directives cannot and should not by itself be construed as good administration. Vision, initiative, resourcefulness, leadership, and consideration and concern for staff members, students and parents are essential in effective administration of the charter school.

First Reading Date: 1-12-2016

Adoption Date: 2-9-2016

Lake George Charter School

(Rev. 3-2-2016)

Qualification/Powers and Responsibilities of Administrator
(Job Description)

TITLE: Administrator of the charter school

- QUALIFICATIONS:**
1. Certification and other legal credentials required by Colorado state law
 2. Degrees and areas of major study as required by Colorado state law and regulations of the Colorado Department of Education
 3. Prior to job experience as determined by the Charter Board
 4. Such alternatives to the above qualifications as the charter board may find appropriate and acceptable

REPORTS TO: Charter Board

SUPERVISES: Directly or indirectly all employees of the charter school

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services.

PERFORMANCE RESPONSIBILITIES:

The administrator of the school shall be responsible for the general management of the charter school under the requirements of the state and the policies of the Charter Board. The administrator shall be responsible for guiding the development of the educational objectives and programs of the charter school to fulfill the educational needs of all students. The administrator shall provide overall direction to the activities of the charter school and its personnel toward the accomplishment of charter school goals, administer the policies of the Charter Board, conserve the charter school's assets and resources, and maintain and enhance the charter school's standing in all its internal and external relationships.

The management responsibilities of the administrator shall extend to all activities of the charter school, to all phases of the educational program and to all parts of the physical plant.

1. Operations. The administrator shall:
 - a. Manage the work of all personnel in planning and program development and direct the activities of the charter school. The administrator may delegate these responsibilities together with appropriate authority, but the administrator may not delegate nor relinquish ultimate responsibility for results of any portion of the accountability.
 - b. Manage the development of long and short-range educational objectives for the improvement and growth of the charter school and of educational activities in the charter school.
 - c. Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the charter school.
 - d. Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against stated objectives of the charter school.
 - e. Report to the Charter Board the progress and status of the programs and activities of the charter school.
 - f. Inform the Charter Board on all matters of major importance or significance to the activities, programs and progress of the charter school.
2. Organization. The administrator shall:
 - a. Establish and maintain an administrative organization which provides for the effective management of all the essential functions of the charter school.
 - b. Recommend proposed revisions to the organization of the management structure including the establishment or elimination or a revision of administrative positions.
3. Personnel. The administrator shall:
 - a. Develop and recommend policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the charter school.
 - b. Insure the maintenance of an adequate of properly trained administrative and supervisory personnel throughout the charter school.
 - c. Recommend to the Charter Board the selection, employment, assignment, transfer and suspension of all personnel.
 - d. Supervise assigned personnel and conduct periodic evaluations and appraisals of their performance.
 - e. Recommend salary increases and salary adjustments for all personnel.
 - f. Develop and recommend to the Charter Board job classifications for all new positions.

4. Finances. The administrator shall:
 - a. Direct the development of the annual budget of the charter school.
 - b. Review and recommend programs and supporting data for funds to be included in the annual budget of the charter school.
 - c. Provide for the overall management of the charter school's financial activities and take appropriate action to insure that expenses are kept within the approved budgetary limits of the charter school.
 - d. Assist administrators and directors in maintaining economy and efficiency in the operation of their administrative units.
 - e. Maintain an active contact and familiarization with all local, state, federal and philanthropic programs which provide or could provide financial assistance to the charter school.

5. Relationships. The administrator shall:
 - a. Act as executive officer for the Charter Board.
 - b. Act as professional adviser to the Charter Board.
 - c. Attend meetings of the Charter Board with the right to comment on all issues.
 - d. Prepare the agenda for all educational matters for all meetings of the Charter Board and deliver the agenda with pertinent information on each item well in advance of the meeting.
 - e. Participate in the affairs of local, state and national professional organizations.
 - f. Serve as a representative of the school system and the community at meetings on the local, state and national level.
 - g. Maintain a cooperative working relationship between the schools and the community and community agencies.
 - h. Establish and maintain such other relationships within and outside the charter school as required to carry out the responsibility.
 - i. Provide the Charter Board with a calendar of events each month. This calendar should inform the Charter Board of reports and include various other events or items of interest to the Charter Board.

LEGAL REF: C.R.S. 22-9-106(4)

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Lake George Charter School

Recruitment of Administrator

The appointment of an administrator is a function of the Charter Board. The Charter Board shall take steps to find the person it believes can most effectively translate into action the policies of the Charter Board and the aspirations of the community and the professional staff.

The Charter Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. It may also, at its discretion, determine that an external search is not necessary due to a qualified internal candidate. Final selection shall rest with the Charter Board after a thorough consideration of qualified applicants.

A vote of the majority of Charter Board members present at a Charter Board meeting for which due notice has been given of the intended action shall be required for the appointment of the administrator.

Search process

When the Charter Board conducts a search for the position, the writing or revising of the job description, requirements for applicants, selection procedures and applicable deadlines shall be adopted at a public meeting.

Records submitted to the charter school by an applicant for an administrator position shall remain confidential until the applicant becomes a finalist for the position. If only three or fewer candidates possess the minimum qualifications for the position, said candidates are all considered finalists.

A list of all finalists being considered for the position shall be made public by the Charter Board at least 14 days prior to appointing one of the finalists to fill the position. No offer of appointment shall be made prior to this public notice.

When an applicant becomes a finalist, all records submitted by the applicant shall be available for public inspection except that letters of reference or medical, psychological and sociological data shall remain confidential.

LEGAL REFS: C.R.S. 22-32-110(1)(g) (*power to employ a CEO*)
C.R.S. 22-44-115(4) (*administrative contracts*)
C.R.S. 24-6-402(3.5) (*search committee duties*)
C.R.S. 24-72-204(3)(a)(XI)(A) (*inspection of public records*)

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Lake George Charter School

Administrator's Contract

The administrator position is becoming more demanding as the administrator's responsibilities become more complex. The Charter Board realizes that it is therefore increasingly important to attract able persons to the administrator position by making the rewards of the position commensurate with its challenges. The Charter Board further realizes that it is increasingly important to free the administrator from the pressures of groups in the community by insuring security from the threat of sudden and unjustified dismissal.

The Charter Board, upon the selection of a candidate or upon reappointment of the incumbent administrator, shall endeavor to secure the dignity of position and the freedom of leadership appropriate to the responsibilities of the administrator through an explicit contractual agreement. Such contract shall meet the requirements of state law and shall protect the rights of both the charter board and the administrator.

LEGAL REFS: Constitution of Colorado, Article X, Section 20(4)(b)
C.R.S. 22-9-109
C.R.S. 22-32-110(1)(g)
C.R.S. 22-44-115(4)
C.R.S. 22-63-202(2)
C.R.S. 24-72-204(3)(a)(II)(B)

CROSS REF: CFBA*, Evaluation of Evaluators

First Reading Date: 1-12-2016

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Lake George Charter School

Administrator's Conduct

The administrator shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in this position or which it is known or should be known is primarily for the purpose of rewarding the administrator for action taken in which there was exercised discretionary authority.
3. Engage in a substantial financial transaction for private business purposes with a person whom the administrator supervises.
4. Perform any action in which the administrator has discretionary authority which directly and substantially confers an economic benefit on a business or other undertaking in which there is a substantial financial interest or in which the administrator is engaged as a counsel, consultant, representative or agent.

The phrase economic benefit tantamount to a gift of substantial value includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for the administrator to receive:

1. An occasional nonpecuniary gift which is insignificant in value.
2. A nonpecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the administrator is scheduled to participate.
4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.

5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.
6. Payment for speeches, appearances or publications reported as honorariums.

It shall not be considered a breach of conduct for the administrator to:

1. Use charter school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting charter school business.

An administrator may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.

LEGAL REFS: C.R.S. 18-8-308
C.R.S. 22-32-110(1)(k)
C.R.S. 24-18-104
C.R.S. 24-18-109
C.R.S. 24-18-111

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Lake George Charter School

Administrator's Ethics

According to the Colorado Revised Statutes 24-18-105, the following ethical principles for administrators "are intended as guides to conduct and do not constitute violations as such of the public trust of office..."

1. An administrator "should not acquire or hold an interest in any business or undertaking which there is reason to believe may be directly and substantially affected to its economic benefit by official action to be taken by an agency over which the administrator has substantive authority."
2. An administrator "should not, within six months following the termination of office..., obtain employment in which the administrator will take direct advantage, unavailable to others, of matters with which there was direct rules of general application, which the administrator actively helped to formulate, and applications, claims or contested cases in the consideration of which the administrator was an active participant."
3. An administrator "should not perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when the administrator has a substantial financial in a completing firm or undertaking."

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Lake George Charter School

Superintendent's Ethics

According to the Colorado Revised Statutes 24-18-105, the following ethical principles for superintendents "are intended as guides to conduct and do not constitute violations as such of the public trust of office..."

1. A superintendent "should not acquire or hold an interest in any business or undertaking which there is reason to believe may be directly and substantially affected to its economic benefit by official action to be taken by an agency over which the superintendent has substantive authority."
2. A superintendent "should not, within six months following the termination of office..., obtain employment in which the superintendent will take direct advantage, unavailable to others, of matters with which there was direct involvement during the term of [office]. These matters include rules, other than rules of general application, which the superintendent actively helped to formulate and applications, claims or contested cases in the consideration of which the superintendent was an active participant."
3. A superintendent "should not perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when the superintendent has a substantial financial interest in a competing firm or undertaking."

Evaluation of Administrator

The Board shall institute and maintain a comprehensive program for the evaluation of the administrator on a regular basis that is agreed upon by the Charter Board and the administrator.

Through evaluation of the administrator, the Charter Board shall strive to accomplish the following:

1. Clarify for the administrator the role in the school system as seen by the Charter Board by defining objectives that will contribute to achievement of charter school goals.
2. Clarify for all Charter Board members the role of the administrator in view of the job description and the immediate priority among responsibilities as agreed upon by the Charter Board and the administrator.
3. Develop positive communication and harmonious working relationship between the Charter Board and administrator.
4. Provide administrative leadership of excellence for the charter school system including implementation of educational programs for the achievement of the educational objectives of the charter school, including state and district content standards.
5. Measure the administrator's professional growth and development and level of performance.

Those portions of the administrator's written evaluation relating to the performance in fulfilling adopted charter school objectives, fiscal management of the charter school, charter school planning responsibilities and supervision and evaluation of charter school personnel shall be available for inspection by the public during regular office hours.

Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by law or contract. Further, nothing in this policy or the accompanying regulation shall be construed to be a prerequisite to a condition of suspension, dismissal, or termination. All employment decisions remain within the sole and continuing discretion of the Charter Board.

CROSS REFS.: ADA, Charter School Goals and Objectives
CBA/CBC, Qualifications/Powers and Responsibilities of Administrator
CBD, Administrator's Contract

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Lake George Charter School

Evaluation of Superintendent

The Board of Education will serve as the evaluator for the superintendent. The process of evaluation will be used as a tool to improve communication and promote a better working relationship between the Board and the superintendent.

Because of the special nature of the relationship between the Board and the superintendent, procedures for evaluation of the superintendent are significantly different than those set out in the evaluation system for evaluation of other certificated personnel. The following procedures will be used to implement the district policy for evaluation of the superintendent.

Prior to the evaluation

The Board and the superintendent will devise a position description that sets forth expectations for the superintendent. The Board will develop a plan that establishes goals for the district. The criteria for evaluation of the superintendent will be agreed upon in advance of the period under review by the Board and the superintendent. These criteria will relate to the position description for the superintendent and the goals of the district.

The Board and the superintendent will determine times in advance for establishing the criteria for review and discussing the performance of the superintendent in relation to these criteria.

Information collection

Conducting an evaluation is a matter of gathering information and then interpreting and summarizing it. Each member of the Board will be afforded an opportunity in accordance with the evaluation process to evaluate the performance of the superintendent on an individual basis.

During the evaluation process, an individual Board member may base an evaluation of the superintendent on personal perceptions of the superintendent and recall of specific information. Board members also will refer to documents that have been prepared by the superintendent or the staff, letters or other forms of correspondence they have received or reports that have been prepared about school district activities and issues.

Information will be collected from individual Board members in the manner described by the district's evaluation process. The process will provide a method for synthesizing the individual views into a collective Board position, although the range of views will be presented as a basis for discussion with the superintendent.

The evaluation process will be based upon multiple sources of information that can be provided by members of the Board or the superintendent.

The superintendent will have an opportunity for self review in relationship to the criteria employed by the Board prior to the time that the superintendent meets with the Board to discuss the results of the evaluation.

Written evaluation report

The evaluation process will result in a written summary of conclusions regarding the superintendent's performance based upon the information considered in relationship to the agreed-upon criteria. The report will include the following:

1. Specific information about the strengths and weaknesses in the superintendent's performance.
2. Documentation showing information collected from individual Board members on which the conclusions were based.
3. A written improvement plan that is specific about areas which need improvement with recommendations for improvement.

The Board and the superintendent will discuss information relating to the superintendent's performance in an executive session. A time will be designated for this purpose when all members of the Board can be present.

The evaluation report will be signed by the president of the Board and by the superintendent. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. The report will be placed in the superintendent's personnel file.

The superintendent will be allowed any written comments to the evaluation report.

Any suggestions for improving the performance of the superintendent, modifying Board/superintendent relationships and/or modifying the goals and objectives of the district will be incorporated in the documents used to initiate the next evaluation.

Current practice codified October 1996
Approved: date of manual revision

Public Inspection of Superintendent's Evaluation

Those portions of the superintendent's written evaluation relating to the performance in fulfilling adopted district objectives, fiscal management of the district, district planning responsibilities and supervision and evaluation of district personnel shall be available for inspection by the public during regular office hours.

Current practice codified October 1996
Adopted: date of manual revision

LEGAL REF.: C.R.S. 22-9-109

Administrative Organization

The legal authority of the Board shall be transmitted through the superintendent along specific paths from person to person as shown in the Board-approved organizational chart of the district.

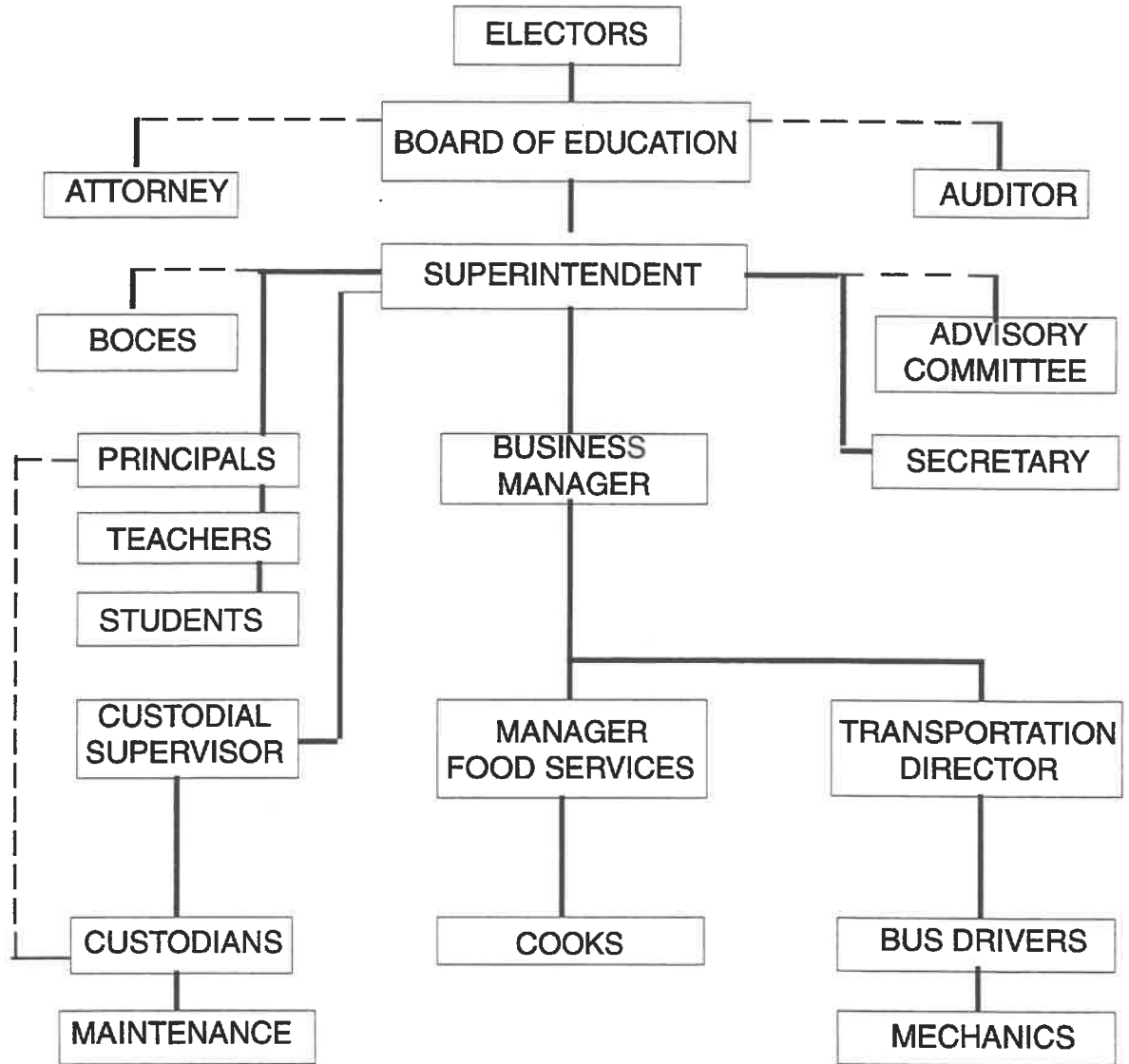
The lines of authority on the chart shall represent direction of authority and responsibility.

The superintendent shall have freedom to reorganize lines of authority and to revise the organizational chart, subject to Board approval, of major changes and/or the elimination and creation of positions. The Board expects the superintendent to keep the administrative structure in line with the needs for supervision and accountability throughout the school system.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

Organization Charts



————— Line function
- - - - - Staff function

Current practice codified October 1996
Adopted: date of manual revision

Park County School District Re-2, Fairplay, Colorado

Line and Staff Relations

The Board desires the superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Lines of direct authority shall be those approved by the Board and shown on the district organization chart.

Personnel shall be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator shall refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel shall have the right to appeal any decision affecting their individual employment rights.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the programs and operations of the school system.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

CROSS REF.: GBK, Staff Concerns/Complaints/Grievances

Administrative Councils, Cabinets and Committees

The Board authorizes the superintendent to establish such permanent or temporary councils, cabinets and committees as deemed necessary for proper administration of Board policies and for the improvement of the total educational program.

All councils, cabinets and committees created by the superintendent shall be for the purpose of obtaining to a maximum degree the advice and counsel of administrative and supervisory personnel of the district and to aid in district communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the superintendent. However, such groups shall exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with the superintendent.

The membership, composition and responsibilities of administrative councils, cabinets and committees shall be defined by the superintendent and may be changed at the superintendent's discretion.

Expenses incurred by such groups for consultative services, materials and any investigative travel shall be paid from the general operating funds of the district but only when the expenses are within budgetary allotments and approved by the superintendent in advance.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

Evaluation of Principals

The Board, in keeping with state law, shall institute and maintain a comprehensive program for the evaluation of all administrative personnel.

The purpose of principal evaluations shall be to assist principals in developing and strengthening their professional abilities, improve the instructional program, enhance the implementation of curricular programs, and measure professional growth and development and level of performance of principals. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.

The evaluation process shall provide for:

1. Cooperative planning of job performance objectives by principal and evaluator.
2. Evaluation in relation to job description and objective accomplishments.
3. Means for self evaluation.

The Board shall consult with principals, parents and the advisory school district personnel performance evaluation council when developing the process for evaluation of principals.

The basic requirements of the evaluation system as it pertains to principals shall be:

1. The Board shall require regular evaluation of all principals by properly certified supervisors who have administrative certification and education and training in evaluation skills which will enable them to make fair, professional and credible evaluations of the personnel whom they are responsible for evaluating.
2. Evaluations shall be conducted in a fair and friendly manner and shall be based on predetermined written criteria which pertain to the principal's position.
3. Standards for satisfactory performance of principals and criteria which can be used to determine whether performance meets such standards shall be developed. The district personnel performance evaluation council shall be an active participant in the development of standards of performance.
4. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation. All data on which an evaluation judgment is based will be documented to the extent possible and available for the principal's review.

5. The evaluation system shall specify the frequency and duration of the evaluation process which shall be on a regular basis to insure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn.
6. An evaluation document shall be prepared in writing. The evaluation document shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a written improvement plan. The written improvement plan shall be specific as to what improvements if any are needed in performance.

The principal concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it. The evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it. If the superintendent is the evaluator, the signature shall be that of the president of the Board of Education.

7. The system shall contain a process which shall be followed when a principal's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and an opportunity to correct the deficiencies.

The school district shall conduct all evaluations so as to observe the legal and constitutional rights of certificated/licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

The superintendent shall make regular reports to the Board concerning the outcome of principal evaluations.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given and any improvement or remediation plan shall not be grievable under the district's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

Adopted March 13, 1978

Revised to conform with practice: date of manual revision

LEGAL REFS.: C.R.S. 22-9-101 *et seq.* (Certificated Personnel Performance Evaluation Act)
C.R.S. 22-32-126
C.R.S. 22-63-301
C.R.S. 22-63-302 (8)

CROSS REFS.: BDFA*, District Personnel Performance Evaluation Council
CFBA*, Evaluation of Evaluators
GCQF, Discipline, Suspension and Dismissal of Professional Staff Members

Evaluation of Principals

Evaluations will be conducted in accordance with state law and Board policy to assist principals in developing and strengthening their professional abilities, improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development and level of performance of principals. Evaluations also will serve as the measurement of satisfactory performance for principals and documentation for dismissal for unsatisfactory performance.

Therefore even though the evaluation process is designed to encourage and assist principals to perform at a level consistent with the district's standards, the evaluator or the superintendent, if the superintendent is not the evaluator, may recommend to the Board of Education that changes be considered in contract status or assignment.

The procedures necessary to administer and implement the district's evaluation policy are as follows:

Initial requirements

All principals will be evaluated. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each administrator. The chart will indicate which position(s) each evaluator will evaluate and which supervisor is responsible for evaluating the evaluator.

In most situations, evaluations will be made by the direct supervisor of the principal to be evaluated. If the superintendent is the evaluator, the Board of Education will perform all duties of the supervisor of the evaluator.

A job description will be developed for each principal's position. The principal annually will establish job performance objectives in cooperation with the evaluator.

Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether a principal's performance meets district standards. The district personnel performance evaluation council will actively participate in the development of the standards.

Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.

Information will be made available to each principal about the evaluation system, the evaluation policy and procedures, the responsibilities of the evaluator and evaluatee, the standards for satisfactory performance and the evaluation criteria for the evaluatee's position.

Information collection

The evaluator will use the most appropriate means of data collection available to assess the principal's performance. The data collected primarily will be based on direct observation when appropriate and/or first-hand knowledge of the principal's performance.

No evaluation information will be gathered by electronic devices without the consent of the evaluatee.

The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments. The principal's self evaluation also will be considered as a source of information during the evaluation process.

Frequency and duration

Principals in their first two years of service in the district will be evaluated twice during each year. All other principals will be evaluated at least once each year.

Variations will be permitted in this evaluation schedule, whether requested by the evaluator or evaluatee, only when the evaluatee is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system, and the evaluatee has an opportunity to meet with the evaluator.

The district's evaluation system specifies that 2 direct observations when appropriate and data collection for 55 minutes be completed before the evaluation report is written. Minor adjustments and variations will be allowed in order to insure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn.

All evaluations will be completed before April of each school year.

Documentation

The evaluator will prepare a written evaluation report at the conclusion of the evaluation process which will include the following:

1. An improvement plan which is specific as to what improvements, if any, are needed in the performance of the principal and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the principal's recertification process.
2. Specific information about the strengths and weaknesses in the performance of the principal.

3. Documentation identifying when a direct observation was made.
4. Identification of all data sources.

The evaluation report will be discussed with the evaluatee. Both the evaluator and the evaluatee will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein.

The principal may attach any written comments to the evaluation report before it is reviewed by the supervisor of the evaluator. Each report will be reviewed and signed by a supervisor of the evaluator.

The evaluator will maintain a cumulative file of all pertinent data relating to each principal's evaluation, including the evaluation report. This file will be available for the principal's review and will include any written comments signed and submitted by the principal.

Unsatisfactory performance

1. A principal whose evaluation indicates performance is unsatisfactory will be given a notice of deficiencies.
2. A remediation plan to correct deficiencies will be developed by the evaluator and the principal.
3. The principal will be given a reasonable period of time to correct the deficiencies and a statement of resources and assistance available to improve performance.
4. Further evaluations of a principal on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.
5. If the principal's next evaluation shows the principal is performing satisfactorily, no further action will be taken.
6. If the principal's next evaluation indicates the principal still is not performing satisfactorily, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal or transfer.

Appeal

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The evaluatee may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

Some flexibility is necessary for proper administration of the evaluation system. Minor deviations or variances in the procedures will be allowed as long as the variances do not result in significant hardship for or malicious treatment of the evaluatee.

Current practice codified October 1996
Approved: date of manual revision

Evaluation of Evaluators

Provision shall be made for periodic evaluation of evaluators of professional staff to insure that the total process is being carried out in a fair, professional and credible manner.

All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.

Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The superintendent or his designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.

The superintendent's evaluation skills shall be part of his evaluation by the Board of Education.

As part of its ongoing review, the district personnel performance evaluation council shall seek evidence that evaluators are implementing the process in a fair, professional and credible manner and shall report its finding and recommendations to the Board of Education.

Current practice codified October 1996

Adopted: date of manual revision

LEGAL REF.: C.R.S. 22-9-106 (4)

CROSS REF.: BDFA*, District Personnel Performance Evaluation Council
CBI, Evaluation of Superintendent

POLICY IMPLEMENTATION

The administrator has responsibility for carrying out the policies established by the Charter Board. The administrator shall develop additional administrative regulations consistent with Charter Board policies.

In the development of administrative regulations, the administrator shall involve at the planning stage those who would be affected by such rules including staff members, students, parents and the public. The administrator shall weigh with care the counsel given by representatives of staff, student and community organizations. The administrator shall inform the Charter Board of such counsel in presenting reports of administrative regulations and in presenting any regulations for Charter Board approval.

The Charter Board itself shall approve regulations when specific state or federal laws require the Charter Board to do so or when the Charter Board or administrator considers such approval desirable.

The policies developed by the Charter Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all charter school employees and students will carry them out willingly.

The administrator will develop a method for disseminating district policies and regulations to charter school employees, students, parents/guardians and members of the public who are affected by them.

Disregard for Charter Board policy and administrative regulations by employees may be interpreted as insubordination and/or willful neglect of duty.

First Reading Date: 4-21-21

Adoption Date: 5-19-21

Lake George Charter School

Development of Regulations

Except as the Charter Board itself develops regulations, it shall delegate to the administrator the function of developing regulations and procedures under which the charter school will be operated in accordance with Charter Board policy.

The Charter Board itself shall approve regulations when specific state or federal laws require the Charter Board to do so or when the Charter Board or administrator considers such approval desirable.

First Reading Date: 4-21-21

Adoption Date: 5-19-21

Lake George Charter School

Board Review of Regulations

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board will be provided with copies of all districtwide regulations issued by the administration.

Regulations will be officially approved by the Board when this is required by state law or when strong community, staff or student attitudes make it advisable for the regulations to have Board approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Current practice codified October 1996
Adopted: date of manual revision

CROSS REF.: BGA, Policy Development System

Handbooks and Directives

In order that pertinent Charter Board policies, charter school regulations and/or school rules may be known by all staff members and students affected by them, charter school administrators are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform with charter school-wide policies and regulations. It also is important that all handbooks bearing the name of the charter school be of a quality that reflects credit on the charter school. Therefore, the Charter Board expects all handbooks to be approved by the Charter Board and/or administrator prior to publication.

The Charter Board shall review and approve the charter school-wide personnel handbooks and the student handbooks so that the contents of both may be accorded the status of Charter Board-approved policy and regulation. The administrator shall use judgment as to whether other specific handbooks need Charter Board approval. However, all handbooks published shall be made available to the Charter Board for informational purposes.

First Reading Date: 4-21-21

Adoption Date: 5-19-21

Lake George Charter School

Administration in the Absence of Policy

In cases when action must be taken and the Charter Board has provided no guides in policy for such action, the administrator shall have the power to act.

The administrator's decisions, however, shall be subject to review by the Charter Board at its next regular meeting. It shall be the duty of the administrator to inform the Board promptly of such action and of the need for policy.

First Reading Date: 4-21-21

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Lake George Charter School

