

## **SECTION C – GENERAL SCHOOL ADMINISTRATION**

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## **BOARD-DESIGNATED AUTHORITY AND RESPONSIBILITIES OF DIRECTOR**

The Cooperative Board employs a Director to serve as the chief executive officer of the Cooperative. The Board delegates to the Director the following authority and responsibility:

### Organizational Management

The Director guides the process of fiscal planning, budgetary development, interpretation and development of salary and benefits of all personnel, and implements the Board-approved budget.

Directs the preparation of an annual budget with the business manager and submits it to the Board in accordance with the law.

Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.

Maintains directly or through delegation, such personnel records, pupil accounting records, business records and other records which are required by law and Board policy.

Is responsible for management of facilities owned, leased or utilized by Cooperative administration and schools, by evaluating their appropriateness for meeting Cooperative needs, recommending needed changes to the Board, and overseeing their maintenance and upkeep according to contractual agreements.

Disposes of all property no longer needed by the Cooperative in accordance to law.

### Human Resources Management

Directly or indirectly supervises every Cooperative employee.

Has the authority to employ such personnel as may be necessary, within the limits of budgetary provisions and subject to the Board's approval.

Directs efforts of employees by organizing and developing job descriptions and organizational charts. Organizes a planned program of staff evaluation and development.

Determines staffing levels necessary to meet Cooperative needs and assigns staff schedules and duties accordingly.

Develops and executes sound personnel procedures and practices.

### Community/Public Relations

Develops a public relations program to keep the educational community informed of the Cooperative's programs and services.

Represents the Cooperative in communications with school districts, private businesses, government agencies and the news media.

Monitors state and federal governmental legislative and administrative laws, proposals, rules and regulations to ensure compliance and provide input where appropriate in the legislative process.

Maintains relationships with others in the educational community and participates in state and local educational events in order to stay abreast of educational needs and trends and determine how the Cooperative can best serve its constituents.

#### Instructional Management

The Director shall administer Cooperative educational programs in conformity with the adopted policies of the Board and the rules and regulations of the State Department of Education and in accordance with state law.

Provides leadership in the development of appropriate special education programs for all Cooperative school districts.

Provide support and technical assistance to Cooperative personnel, district personnel, parents and students regarding special education programming, data collection and compliance with state and federal regulations.

#### Board Relationship

The Director shall serve as the executive officer of the Cooperative and shall be charged with the responsibility for implementing the policies of the Board. He/she shall write the agenda for each meeting, attend all meetings and participate in all deliberations of the board when such deliberations do not involve his/her employment.

The Director provides leadership to the Board in determining, evaluating and implementing the business model for the organization and guides the Board in the completion of long-range planning.

He/she may delegate responsibility, but he/she is responsible to the Board for the results produced by said delegation.

Develops administrative principles, regulations and/or procedures for implementing Board policies.

Together with staff, provides a continuous appraisal of all Board policies.

Offers professional advice to the Board on items requiring Board action, making recommendations based on thorough analysis, using legal counsel when appropriate.

Communicates directly or through delegation all actions of the Board relating to personnel matters to all employees and receives from employees all communication to be made to the Board.

Recommends the appointment and/or discharge of any employee of the Board as provided by law and the policies of the Board.

Keeps the Board informed about the status of the Cooperative as well as educational trends and practices.

Acts on his/her own discretion if action is necessary in any matters not covered by Board policy.

Adopted: 8/3/2017

**DIRECTOR JOB DESCRIPTION**

**Requirements:**

- A. Educational Level:  
Master's Degree or higher.
- B. Experience Level

A minimum of (3) years' experience in special education, or a minimum of (3) years of successful school experience as a school administrator.

- C. Other Requirements.

Excellent oral and written communication skills. Demonstration skills in human relations, leadership, and conflict management. Demonstrates ability to work effectively with community groups, parents, agencies, Cooperative School Board Members, and Superintendents. Demonstrates competency with computers and use of word processing, spread sheets, and data entry.

**Reports To:**

The CORE Advisory Board and Governing Board.

**Essential Functions and Duties:**

- 1) Provides leadership in the development of appropriate special education programs for all Cooperative school districts.
- 2) Supervises and provides guidance to Cooperative staff to ensure clear understanding of roles and responsibilities.
- 3) Works collaboratively with teachers, parents, administrators, and community members in implementing special education services.
- 4) Facilitates the inclusion of special education children in the general education curricular and co-curricular activities to the fullest extent possible.
- 5) Communicates with parents and school staff regarding appropriate special education services.
- 6) Maintains personal and professional skills necessary for providing leadership in the implementation of special education services.
- 7) Develops policies and procedures for the Governing Board and the Advisory Board of Superintendents.
- 8) Collects and maintains special education data for accountability.
- 9) Develops and maintains the Cooperative's policies and procedures manual.
- 10) Monitors area of responsibility for compliance with state and federal regulations.
- 11) Assists in recruitment, selection, assignment and supervision of Cooperative staff.
- 12) Assesses staff training needs and plans appropriately for in-service activities.
- 13) Provides support and technical assistance to staff regarding special education.
- 14) Collaborates with special education teachers and staff in the development of curriculum and instructional modifications.
- 15) Assures the development of special education programs that provide a full continuum of services.
- 16) Assists school districts with inter-agency service agreements to implement student IEP's.
- 17) Assists Cooperative staff in developing and implementing methods for evaluating the effectiveness of the services being provided.
- 18) Creates an attitude among special educators that student success is the primary goal of special education.
- 19) Establishes a climate that promotes the orderly management of staff while maintaining the dignity and positive self-concept of each individual.
- 20) Adheres to the direction of the Board and responds appropriately to administrative supervision.
- 21) Utilizes available resource and generates collaborative educational efforts with school districts and service agencies.

- 22)** Participates as a member of professional organizations to enhance special education services for children.
- 23)** Performs other duties as assigned by the Governing Board or the Advisory Board of Superintendents.
- 24)** Understands and practices confidentiality with regard to the requirements set forth in the Family Educational Rights and Privacy Act (FERPA) and in professional practice.
- 25)** Prepare and distribute the agenda for both Governing Board and Advisory Board meetings.
- 26)** Attend all Governing and Advisory Board meetings.
- 27)** Maintains oversight on all fiscal matters within the Cooperative.
- 28)** Evaluates all staff within the Cooperative.

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## EVALUATION OF THE DIRECTOR

Purpose – The purpose of the Director's evaluation is to review the Director's job performance over the period of review, determine success toward meeting Cooperative goals and provide feedback and support to the Director. The areas subject to evaluation include the following: relationship with the board, community relations, staff relations, business and finance, purposeful planning and preparation, leadership and professional responsibilities, and professionalism. The Board of Directors may use the default form below or choose and agree upon another evaluation instrument. The director will be notified if an alternate instrument is used and given a copy of the new instrument before any formal evaluation.

### Timeline

<u>December-January</u>	<u>The board chooses an evaluation instrument.</u>
<u>January –February</u>	<u>Individual board members and/or superintendents complete evaluation forms and return the forms to the Board President. <del>bring the forms to the board's evaluation session.</del></u>
<u>February</u>	<u><del>Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the director.</del> The Board President will combine the evaluations received into one official document.</u>
<u>February – March</u>	<u>The board's official evaluation document(s) is shared, clarified and discussed with the director by the board president. <del>at a board meeting. Changes to the evaluation may be made as a result of the discussions.</del> The discussions may result in changes to the evaluation.</u>
<u>March/April</u>	<u>A copy of the final written evaluation form is placed in the director's personnel folder.</u>

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<u>State Reference</u>	<u>Description</u>
<u>SDCL 1-25-2 (1)</u>	<u>Discussing qualifications, competence, performance, character or fitness of any employee</u>
<u>SDCL 13-42-70</u>	<u>Evaluation records and documents not open to public</u>

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<u>Policy Reference</u>	<u>Description</u>
<u>CGB</u>	<u>Business Manager Evaluation</u>
<u>BDC</u>	<u>Executive Sessions</u>
<u>GDN</u>	<u>Evaluation of Staff</u>

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Adopted: [-7/19/2018](#)

[Revised: 6/6/2024](#)

Revised: 2/5/2025

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## EVALUATION OF DIRECTOR FORM

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<b>Relationship with the Board</b>					
	<u>Unacceptable</u>	<u>Developing/Needs Improvement</u>	<u>Effective</u>	<u>Highly Effective</u>	<u>Rating</u>
<u>Information</u>	<u>Does not provide the information the board needs to perform its responsibilities.</u>	<u>Keeps only some members informed, making it difficult for the board to perform its responsibilities.</u>	<u>Keeps the board informed with appropriate information as needed so it may perform its responsibilities</u>	<u>Keeps all board members informed with appropriate regular communication so it may perform its responsibilities</u>	
<u>Materials and Background</u>	<u>Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.</u>	<u>Meeting materials are incomplete and don't include supporting information.</u>	<u>Materials are provided. Some supporting information is included</u>	<u>Meeting materials are provided with supporting information in order to make informed decisions.</u>	
<u>Board Questions</u>	<u>Board questions are rarely answered.</u>	<u>Board questions are answered, but not all members are apprised of relevant questions/answers.</u>	<u>Board questions are addressed with occasional follow-up to members.</u>	<u>Board questions are answered thoroughly with communication to all members to ensure understanding.</u>	
<u>Policy Involvement</u>	<u>Makes decisions without regard to adopted policy.</u>	<u>Is minimally involved in the development, recommendation and administration of cooperative policies.</u>	<u>Is actively involved in the development, recommendation and administration of cooperative policies.</u>	<u>Is proactive in the determination of cooperative needs and policy priorities</u>	
<u>Board Development</u>	<u>Doesn't promote board development.</u>	<u>When asked, provides members with information about board development.</u>	<u>Provides members with information regarding board development opportunities when they arise.</u>	<u>Actively and continuously encourages board development by seeking and communicating opportunities.</u>	
<u>Category Rating</u>					

Comments & Supporting Data:

<b>COMMUNITY RELATIONS</b>					
	<u>Unacceptable</u>	<u>Developing/Needs Improvement</u>	<u>Effective</u>	<u>Highly Effective</u>	<u>Rating</u>
<u>Cooperative Image</u>	<u>Is negative about the cooperative.</u>	<u>Doesn't actively promote the cooperative.</u>	<u>Projects a positive image of the district as expected.</u>	<u>Projects and promotes a positive image of the district.</u>	
<u>Communication with member</u>	<u>Isn't readily available.</u>	<u>Provides appropriate</u>	<u>Actively seeks two-way</u>	<u>Actively seeks communication.</u>	



<u>districts and community</u>		<u>information only when asked.</u>	<u>communication with the districts and communities as appropriate</u>	<u>as appropriate, and works to provide alternative means of contact with the community.</u>	
<u>Media Relations</u>	<u>Communicates with the media only when requested.</u>	<u>Isn't proactive, but is cooperative with the media.</u>	<u>Promotes the district in the media.</u>	<u>Initiates and actively engages the media.</u>	
<u>Approachability</u>	<u>Is neither visible nor approachable by district personnel and members of the community.</u>	<u>Is visible, at a distance.</u>	<u>Is visible and approachable by CORE personnel and members of the community.</u>	<u>Is visible and approachable by CORE and members of the community. Attends a variety of events. (Screenings)</u>	
<b><u>Category Rating</u></b>					

**Comments & Supporting Data:**

<b><u>STAFF RELATIONS</u></b>					
	<u>Unacceptable</u>	<u>Developing/Needs Improvement</u>	<u>Effective</u>	<u>Highly Effective</u>	<u>Rating</u>
<u>Internal Communications</u>	<u>Doesn't have a specific system to inform staff of important matters.</u>	<u>Is consistent in keeping staff informed of important matters</u>	<u>Keeps staff informed of most important matters.</u>	<u>Establishes a system of keeping staff continually informed of important matters.</u>	
<u>Personnel Matters</u>	<u>There is not system to handle personnel matters in a consistent manner. Some situations may be handled with bias.</u>	<u>A system has been established but it is not applied consistently.</u>	<u>A system is used to address personnel matters with consistency, fairness, discretion and impartiality.</u>	<u>Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.</u>	
<u>Delegation of Duties</u>	<u>Doesn't delegate duties. Maintains personal control over all district operations.</u>	<u>Delegates duties to staff, but retains final decision-making authority.</u>	<u>Delegates responsibility to staff within their abilities and then provides support to ensure their success.</u>	<u>Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.</u>	
<u>Recruitment</u>	<u>There is no formal recruitment process and/or hires are considered in an arbitrary manner.</u>	<u>A formal recruitment process is in place, but is not used consistently.</u>	<u>Follows a formal recruitment process for each hiring opportunity.</u>	<u>Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.</u>	

<u>Visibility</u>	<u>Seldom visits member schools and cooperative staff.</u>		<u>Visits member schools and cooperative staff as time permits.</u>	<u>Regular visits to cooperative staff and member schools are a priority item.</u>	
<u>Category Rating</u>					

Comments & Supporting Data:

<u>Business and Finance</u>					
	<u>Unacceptable</u>	<u>Developing/Needs Improvement</u>	<u>Effective</u>	<u>Highly Effective</u>	<u>Rating</u>
<u>Budget Development and Maintenance</u>	<u>Director's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the cooperative.</u>	<u>Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.</u>	<u>Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the member districts.</u>	<u>Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of the member districts and remain fiscally responsible to the community.</u>	<u>Effective</u>
<u>Budget Reports</u>	<u>Doesn't report financial information to the board except with the annual audit.</u>	<u>Reports the status of financial accounts as requested by the board</u>	<u>Regularly reports to the board concerning the budget and financial status.</u>	<u>Constant flow of budgetary and financial information provided with discussion of the ramifications of any changes.</u>	
<u>Facility Management</u>	<u>A facilities management plan is not created. Maintenance is only performed when absolutely needed.</u>	<u>Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.</u>	<u>A facilities management plan is in place that includes the status of the buildings and the need to improve any facilities in the future.</u>	<u>A facilities management plan is in place that includes the status of the buildings and the need to improve any facilities in the future with a projected plan to secure funding.</u>	
<u>Resource Allocation</u>	<u>Resources are allocated without consideration of district needs.</u>	<u>Resources are allocated meet immediate needs.</u>	<u>Resources are distributed based up cooperative goals and seek to meet immediate objectives.</u>	<u>Resources are distributed based up cooperative goals and seek to meet immediate and long-range objectives.</u>	
<u>Category Rating</u>					

Comments & Supporting Data:

<b>Purposeful Planning and Preparation</b>					
	<u>Unacceptable</u>	<u>Developing/Needs Improvement</u>	<u>Effective</u>	<u>Highly Effective</u>	<u>Rating</u>
<u>Recruits, Hires and Retains Quality Employees</u>	<u>Does not follow established procedures for recruiting and hiring. Does not actively pursue filling vacancies.</u>	<u>Inconsistently uses established procedures for recruiting and hiring. Does not always actively or urgently pursue filling vacancies.</u>	<u>Aligns personnel decisions with the mission of the cooperative. Follows all hiring procedures appropriately. Finds replacements and hires staff with appropriate licensing/credentials</u>	<u>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests creative new changes when necessary.</u>	
<u>Effectively carries out Personnel Evaluation Procedures</u>	<u>Evaluations are incomplete, inaccurate and/or do not reflect staff performance.</u>	<u>Evaluation procedures are not systematic or timely and vary from the cooperative evaluation plan. Evaluations do not differentiate the performance of personnel. Evaluations across personnel are skewed toward the positive or negative extremes.</u>	<u>Manages time and/or resources necessary to ensure the accurate evaluation of every employee. Visits all personnel with sufficient frequency to accurately assess performance. Follows processes and procedures and uses evaluations to differentiate the performance of personnel.</u>	<u>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process.</u>	
<u>Provides Meaningful Professional Development</u>	<u>Meaningful staff development opportunities are non-systematic or lacking in identified areas of need.</u>	<u>Misses the opportunity to provide professional development to staff. Does not vary the format of learning opportunities to personnel</u>	<u>Provides learning opportunities to personnel aligned to professional needs and the strategic plan. Provides differentiated learning opportunities to personnel based on evaluation results.</u>	<u>Creates learning opportunities in which highly effective personnel support their peers. Efficiently and creatively orchestrates professional learning opportunities</u>	
<u>Provides Leadership for Talent Development</u>	<u>Does not seek out or recognize potential leadership or talent of personnel. Creates unnecessary barrier to talent development.</u>	<u>Provides limited opportunities for Potential leaders to develop. Promotes leadership opportunities for personnel who do not demonstrate leadership potential</u>	<u>Provides formal and informal opportunities to mentor emerging leaders. Promotes, supports and encourages leadership and growth by assigning selected personnel to leadership positions or learning opportunities.</u>	<u>Monitors the progress toward success of those to whom delegations have been made. Provides support to staff members as needed.</u>	
<u>Strategically Assigns Personnel</u>	<u>Assignment of personnel creates unnecessary difficulties for the cooperative or member districts. Rarely addresses problems created by inappropriate assignments.</u>	<u>Assignment of staff sometimes occurs without regard to staff qualifications, nature of the position, or best interest of the cooperative or member district. Does not promptly address assignment issues that may require a change</u>	<u>Strategically assigns personnel and staff to employment positions, based on qualifications, performance, and demonstrated effectiveness in a way that supports cooperative goals. Implements a system for accurately projecting caseloads/workloads for hiring and assignment purposes. Always considers the best interest of the students, the cooperative and member districts when making staff assignments.</u>	<u>Considers all the stakeholders that may be affected by the decision and considers the consequences for each assignment decision.</u>	
<b>Category Rating</b>					

Comments & Supporting Data:

<b>LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES</b>					
	<u>Unacceptable</u>	<u>Developing/Needs Improvement</u>	<u>Effective</u>	<u>Highly Effective</u>	<u>Rating</u>
<u>Promotes effective use of service delivery time.</u>	<u>Service delivery schedules are not monitored, or recommendations are not provided to improve efficient use of time.</u>	<u>Sometimes fails to monitor service delivery schedules. Sometimes service delivery recommendations are not made when inefficiency occurs.</u>	<u>Monitors service delivery schedules to maximize effort focused on instructing and/or supporting students. Ensures efficient service delivery by observing staff and providing recommendations for improvement.</u>	<u>Service delivery schedules are not monitored, or recommendations are not provided to improve efficient use of time.</u>	
<u>Exhibits Professionalism</u>	<u>Alienates stakeholders through non-professional conduct. Subverts policies and procedures of the cooperative.</u>	<u>Is not explicit regard expectations for professional conduct of employees? Does not actively promote policies and procedures of the cooperative. Interactions with subordinates, colleagues, parents or the community are sometimes less than cordial, collaborative and respectful.</u>	<u>Models professional, ethical, and respectful behavior. Communicates expectations for professional conduct to all personnel and follows up with disciplinary action as needed. Upholds all the policies and procedures of the assigned schools and the coop.</u>	<u>Creates mechanisms, systems and or incentives to motivate subordinates to display professional, ethical and respectful behavior always.</u>	
<u>Establishes procedures and expectation for time management</u>	<u>Fails to achieve priorities and objectives due to disorganized approach to time management. Tasks are not completed in a timely manner.</u>	<u>Completes some tasks in an inefficient manner due to poor time management. Spends excessive time on low priority objectives.</u>	<u>Establishes yearly, monthly, weekly and daily priorities and objectives. Identifies and consistently prioritizes activities with emphasis on student achievement. Uses time efficiently focusing on priorities and objectives. Accomplishes tasks in a timely manner.</u>	<u>Monitors progress toward established yearly, monthly, weekly and daily priorities and objectives. Monitors and evaluates time management efficiency and adjusts accordingly.</u>	
<u>Uses feedback to improve work performance.</u>	<u>Does not utilize feedback to inform actions.</u>	<u>Sometimes fails to solicit feedback and help from colleagues and stakeholders when</u>	<u>Identifies the most efficient means through which feedback can be generated.</u>	<u>Develops and implements systems and mechanisms that generate feedback</u>	

		<u>appropriate. Sometimes acts without consideration of or contrary to stakeholder feedback.</u>	<u>Actively solicits and acts upon feedback and help from colleagues and stakeholders.</u>	<u>to improve work performance. Establishes "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.</u>	
<u>Forges consensus for change and improvement.</u>	<u>Does not utilize consensus as a critical correlate of goal achievement.</u>	<u>Sometimes fails to apply appropriate consensus building strategies. Consensus building is non-systematic and/or excludes essential stakeholders.</u>	<u>Uses effective strategies to work toward a consensus for change and improvement. Secures cooperation from key stakeholders in planning and implementing change.</u>	<u>Guides others through change and addresses resistance to that change. Monitors the success of strategies and revises based on strengths and weaknesses.</u>	
<u>Exhibits initiative and persistence</u>	<u>Gives up on legitimate goals in the face of resistance. Does not take initiative to identify problems or investigate effective solutions.</u>	<u>Often fails to volunteer for appropriate responsibilities. At times is unwilling to take risks to support member districts and staff. Does not seek out potential partnerships for addressing program needs and building cooperative.</u>	<u>Consistently achieves expected goals. Takes on voluntary responsibilities that contribute the cooperative's success. Seeks out potential partnerships with groups and organizations with the intent of addressing student/program needs.</u>	<u>Exceeds typical expectations to accomplish ambitious goals. Regularly identifies, communicates and addresses the most significant obstacles to cooperative's success. Engages with key stakeholders at the cooperative, member district and state level to create solutions to the most significant obstacles to the cooperative's success.</u>	
<u>Communicates Professionally</u>	<u>Verbal and written communication is ineffective, confusing and/or unprofessional in its content.</u>	<u>Does not consistently communicate information and key concepts to all appropriate stakeholders in a clear, concise and timely manner. Verbal and written communication is not always consistent with professional standards of the administrative position.</u>	<u>Conveys key information clearly, concisely and in a timely manner to all appropriate stakeholders. Reflects on communication and adjusts approach based on specific situations. Communicates verbally and in writing in a manner consistent with professional standards of the</u>	<u>Utilizes a variety of effective approaches to communicate such as face-to-face conversations, emails, newsletters, websites, etc. Interacts with all stakeholders including community members, groups, district offices and associations in a respectful and</u>	

			<u>administrative position.</u>	<u>collaborative manner.</u>	
<u>Provides special education information, direction and guidance for compliance purposes.</u>	<u>Fails to adhere to appropriate legal standards practices and procedures.</u>  <u>Fails to support districts to avoid or to resolve complaints, mediations or due process hearing requests.</u>	<u>Does not always seek out current information regarding legal mandates and appropriate procedures.</u> <u>Data and other information provided do not fully or accurately address compliance issues.</u> <u>Provides minimal support to member districts for avoiding or resolving complaints, mediations or due process hearings.</u>	<u>Remains current about legal mandates, procedures and responsibilities (including Accountability Procedures).</u> <u>Communicates current and accurate information regarding legal mandates, procedures and responsibilities to school leaders and other personnel in a timely manner.</u> <u>Identifies practices which lead to federal and state compliance and recommends appropriate course of action.</u>	<u>Develops and plans for systematic change that aligns with federal and state compliance indicators.</u> <u>Monitors legislation, court cases and due process decisions that impact special education practice and then recommends adjustments as necessary.</u> <u>Provides effective guidance to schools to respond to and resolve complaints, mediations and due process hearing requests.</u>	
<u>Participates in a Professional Community</u>	<u>Director's relationships with colleagues are negative or self-serving and director avoids being involved in professional organizations and activities.</u>	<u>Director's relationships with colleagues are cordial and director attends profession organization activities only when necessary.</u>	<u>Director actively participates in professional organizations and maintains a positive and productive relationship with colleagues.</u>	<u>Director makes a substantial contribution to professional organizations and assumes leadership with colleagues.</u>	
<u>Category Rating</u>					

Comments & Supporting Data:

<u>CORE PROFESSIONALISM – These indicators illustrate the minimum competencies expected in any profession.</u>			
	<u>Does Not Meet Standard</u>	<u>Meets Standard</u>	<u>Rating</u>
<u>Attendance &amp; On-Time Arrival</u>	<u>Cooperative Professional has demonstrated a pattern of unexcused or inconsistent attendance an on-time arrivals and departures to work and all related functions.</u>	<u>Cooperative Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.</u>	
<u>Policies and Procedures</u>	<u>Cooperative Professional has not followed all local, state and Federal laws related to school and the community and/or has demonstrated a pattern of failing to follow all locally established policies and procedures.</u>	<u>Cooperative Professional follows all local, state and Federal laws related to school and the community and follows all locally established policies and procedures.</u>	

<u>Respect</u>	<u>Cooperative Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.</u>	<u>Cooperative Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.</u>	
<u>Maintains Appropriate Appearance</u>	<u>Fails to dress in professional manner and/or exhibits behavior or demeanor not acceptable to community.</u>	<u>Dresses in a professional manner and maintains appearance to community manner.</u>	
<u>Category Rating</u>			

Comments & Supporting Data:

Director Signature \_\_\_\_\_ Date \_\_\_\_\_

President Signature \_\_\_\_\_

Date \_\_\_\_\_

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### **LINES OF AUTHORITY AND STAFF RELATIONS**

All personnel employed by the Board will be responsible to the Board through the Director. The Board expects that the Director will establish clear understandings on the part of all personnel of the working relationships in the cooperative.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will 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.

It is expected that the established lines of authority will serve most purposes. All personnel will have the right to appeal any decisions made by any administrative office in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict, in any way, the cooperative and sensible collaboration of all people, on all professional levels, in order to develop the best possible cooperative programs. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the cooperative's programs and operations, the lines represent avenues for a two-way flow of ideas.

Adopted: 8/3/2017



# CORE Organizational Chart

CORE Board of Directors  
1 School Board Member from each Member District  
Armour, Burke, Colome Consolidated, Corsica/Stickney, Gregory, Kimball, Mt. Vernon, Plankinton, Platte-Geddes, Wessington Springs, White Lake, Wolsey Wessington

Advisory Board  
Superintendent from each Member District

DIAL Board

CORE Director

CORE Business Manager

DIAL Virtual School Director

Speech Language Pathologist

Occupational Therapist

Physical Therapist

School Psychologist

DIAL Administrative Assistant

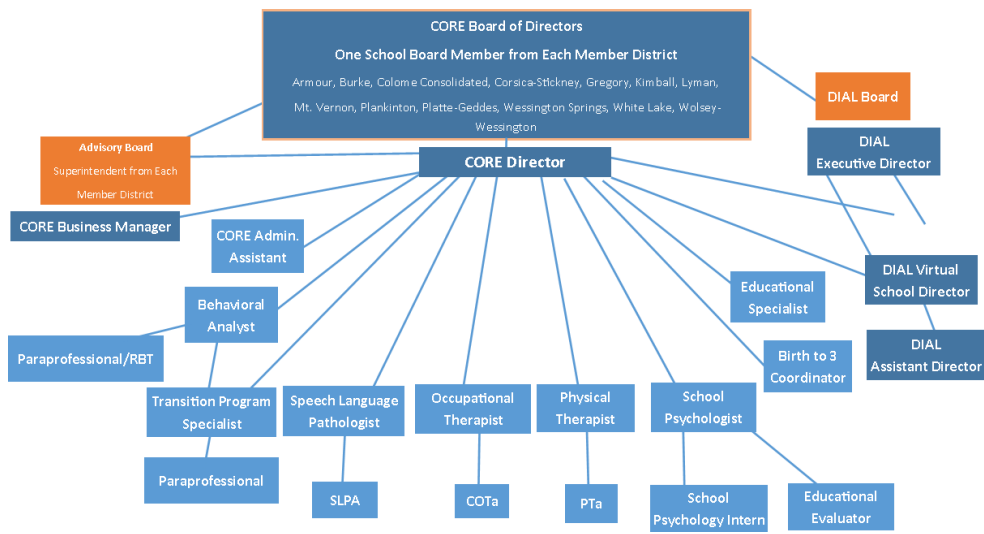
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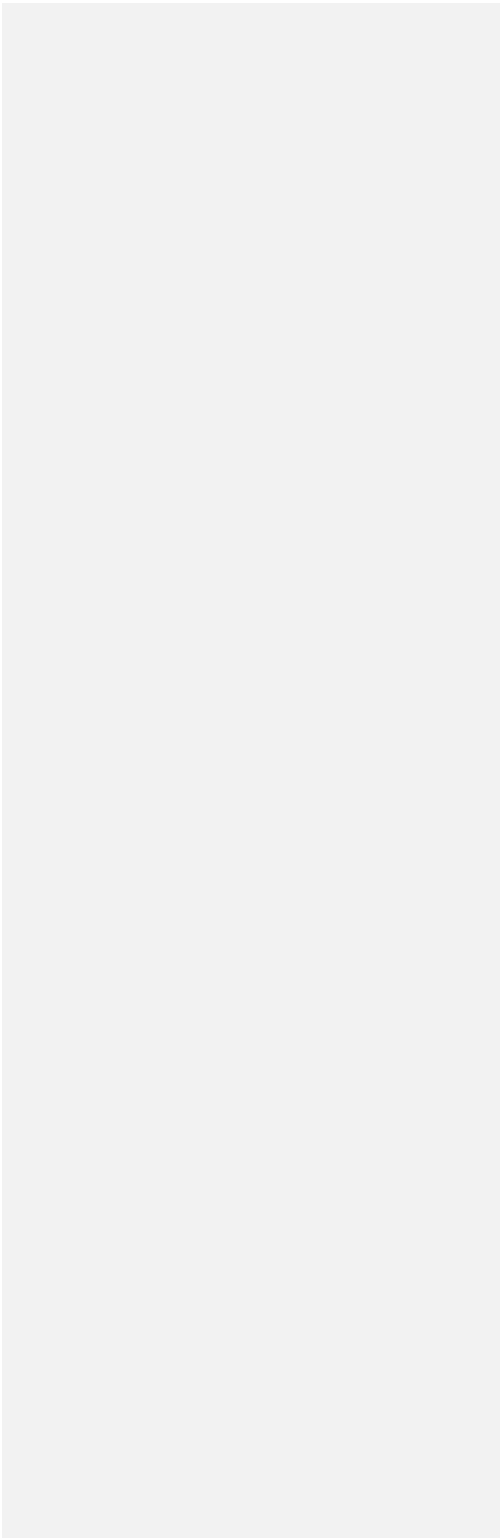
School Psychology Intern

Educational Evaluator  
0-3



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## **BUSINESS MANAGER JOB DESCRIPTION**

### **Requirements:**

#### **A. Educational Level:**

Training beyond high school that documents successful skills and training in accounting and school business management.

#### **B. Experience Level**

Two (2) years' experience in school finance or a related field.

#### **C. Other Requirements:**

Demonstrated proficiency in the use of computer and approved accounting software programs.

### **Reports To:**

Cooperative Director, Advisory Board, and Governing Board.

### **Essential Functions and Duties:**

#### **Supervision of Staff:**

- 1). Is responsible for the over-all fiscal management of the Cooperative.
- 2). Supervises and monitors the day to day operations of the business office.
- 3). Identifies opportunities for professional growth with respect to clinics, workshops, conferences, conventions, professional organizations and appropriate in-service education programs.
- 4). Submits an annual budget for the operation of the Cooperative to the Director, Advisory Board, and Governing Board.
- 5) Oversees employee travel reimbursements and claims.

#### **Budget Development and Control:**

- 6) Conducts and projects fiscal planning in terms of the educational needs of the Cooperative within the financial resources provided.
- 7) Develops the Cooperative budget in conjunction with the Director.

#### **Purchasing:**

- 8) Provides a system for purchasing equipment and supplies.
- 9) Interprets Board policy and state statutes regarding purchasing.
- 10) Works with the Director in making financial recommendations to the Advisory Board and Governing Board.

#### **Accounting System:**

- 11) Administers the approved CORE Cooperative accounting system and provides for proper safeguards for the custody of funds in accordance with all policies and statutes. Administers all funds for the Cooperative; provides for proper control of receipt and disbursement of monies for the funds. Provides for continuing process of internal audit control of Cooperative business and administration processes. Administers the preparation of Cooperative monthly and annual financial reports.

#### **Insurance:**

- 12) Administers the property and casualty insurance program of the Cooperative (policies, insurable values-building and contents, overages to be provided, claims and reporting, insurance procurement procedures, etc.).
- 13) Oversees the health insurance plan and all other employee benefits programs.

#### **Payroll:**

- 14) Administers a system for the preparation of payroll and benefits for all personnel; makes payment of same in accordance with individual contracts and Cooperative policies.
- 15) Oversees the payroll process to insure that all Federal and Internal Revenue Service requirements are met.

#### **Information Management Services:**

- 16) Oversees management of personnel records and ensures they are properly stored and maintained.
- 16a) Serves as official Board secretary and maintains accurate minutes.
- 16b) Copies of said minutes shall be provided each member of the Governing Board and each member district.

16c) Minutes of the Cooperative shall be published in the legal newspaper of CORE Cooperative to be selected as required by law.

**Public Relations:**

17) Cooperates with community members with dissemination of information to the public regarding Cooperative financial affairs.

18) Performs other during as assigned by the Director, Advisory Board, and Governing Board.

19) Understands and practices confidentiality with regard to the requirements set forth in the Family Educational Rights and Privacy Act (FERPA).

**Audit:**

20) Business Manager will schedule the annual audit.

21) Prepare the annual report and submit to South Dakota Department of Education.

**Banking/Depository:**

22) All bank statements are distributed to the Cooperative Director, and governing Board President monthly.

23) Monitor and manage all bank accounts, including but not limited to managing signature cards, credit cards, credit card statements, etc.

**General Assessments:**

24) Deliver the bills for the assessment of services on a monthly basis to each member school, prior to the first Friday of each month.

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## MANAGER EVALUATION PROCEDURES

~~The Board and Director shall be responsible for evaluating the Business Manager.~~

~~The formal evaluation will be written and will be discussed by the Director and the Business Manager. Copies of the written document will be signed and dated by all parties and incorporated into the personnel files of the Business Manager. The signature of the Business Manager does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.~~

~~The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made.~~

~~Pursuant to state law, any record or document, regardless of physical form, created by the Cooperative in connection with the evaluation of administrative staff constitutes personnel information and is not open to inspection or copying.~~

- ~~1. Business Manager will be evaluated at least once a year prior to the February board meeting.~~
- ~~2. Evaluation documents will be distributed to all superintendents, cooperative board members and cooperative director.~~
- ~~3. Director will compile results from all evaluations.~~
- ~~4. Director and Board President will meet with Business Manager to review evaluation.~~
- ~~5. Board President, Director and Business Manager will sign evaluation.~~
- ~~6. Director will share information concerning evaluation with Board Members at the February board meeting.~~

~~Rating Scale for Relationship with Board~~

- ~~1—Unacceptable~~
- ~~2—Needs Improvement/Developing~~
- ~~3—Effective~~
- ~~4—Highly Effective~~

~~Rating Scale for Specific Duties~~

- ~~1—Not Observed~~
- ~~2—Unacceptable~~
- ~~3—Needs Improvement/Developing~~
- ~~4—Effective~~

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## **BUSINESS MANAGER EVALUATION**

The Board and Director shall be responsible for evaluating the Business Manager. The purpose of the evaluation is to review the business manager's job performance over the period of the review. The areas subject to evaluation include the business manager's relationship with the board, specific job duties, and professionalism. The Board and Director may use the default evaluation form below or choose and agree upon another evaluation instrument. The business manager will be notified if an alternate instrument is used and given a copy of the new instrument before any formal evaluation. The formal evaluation will be written and will be discussed by the Director and the Business Manager. Copies of the written document will be signed and dated by all parties and incorporated into the personnel files of the Business Manager. The signature of the Business Manager does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made.

Pursuant to state law, any record or document, regardless of physical form, created by the Cooperative in connection with the evaluation of administrative staff constitutes personnel information and is not open to inspection or copying.

### Procedure

1. The Business Manager will be evaluated at least once a year before the ~~February~~ March board meeting.
2. Evaluation documents will be distributed to all superintendents, cooperative board members, and cooperative director.
3. The director will compile results from all evaluations.
4. The director will meet with the Business Manager to review the evaluation.
6. The Director will share information concerning evaluation with Board Members at the ~~February~~ March board meeting.

### Rating Scale

<u>Relationship with the Board</u>	<u>Rating for Specific Duties</u>	<u>Rating for Professionalism</u>
<u>1-Unacceptable</u>	<u>1-Unacceptable</u>	<u>1-Unacceptable</u>
<u>2-Need Improvement/Developing</u>	<u>2-Need Improvement/Developing</u>	<u>2-Need Improvement/Developing</u>
<u>3-Effective</u>	<u>3-Effective</u>	<u>3-Effective</u>
<u>4-Highly Effective</u>	<u>4-Highly Effective</u>	<u>4-Highly Effective</u>

Adopted: 7/19/2018

Revised: 6/6/2024

Revised: 2/5/2025

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**BUSINESS MANAGER EVALUTION FORM**

<b>Relationship with the Board</b>					
	Unacceptable	Developing/Needs Improvement	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities	Keeps all board members informed with appropriate regular communication so it may perform its responsibilities	
Materials and Background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete and don't include supporting information.	Materials are provided. Some supporting information is included	Meeting materials are provided with supporting information in order to make informed decisions.	
Board Questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy Involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of cooperative policies.	Is actively involved in the development recommendation and administration of cooperative policies.	Is proactive in the determination of cooperative needs and policy priorities	
Category Rating					

Specific Duties	Performance	Supporting Data & Comments
Supervises the management of the financial affairs of the Cooperative.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Effective	
Assumes responsibility for budget development and long-range financial planning in cooperation with the Director.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Effective	
Provides a system for purchasing equipment and supplies.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Effective	
Administers the approved Core Cooperative program of accounting and provides for proper safeguards for the custody of funds in accordance with all policies and statutes.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Effective	
Interprets Board policy and state statutes regarding purchasing and monitors all purchases for adherence to said policies.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Effective	
Works with the Director in making financial recommendations to the	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement/Developing	



Advisory Board and Governing Board.	<input type="checkbox"/> Effective	
Administers the property and casualty insurance program of the Cooperative.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	

Oversees the health insurance plan and all other employee benefits programs.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Oversees the payroll process to insure that all Federal and Internal Revenue Service requirements are met.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Administers a system for the preparation of payroll and benefits for all personnel; makes payment of same in accordance with individual contracts and Cooperative policies.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Oversees management of personnel records and ensures they are properly stored and maintained.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Serves as official Board secretary, maintains minutes, provides minutes to Governing Board and ensures minutes are published in legal newspaper.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Schedules and reports on annual audit. Makes adjustments to policies and practices to reflect audit findings.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Prepares annual report and submits to SD DOE.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Monitors and manages all bank accounts, including but not limited to managing signature cards, credit cards, statements, etc.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Delivers the bills for the assessment of services on a monthly basis to each member school, prior to the first Friday of each month.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	
Assists member district with billing for federal funds including but not limited to Medicaid, 0-3 services.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs <input type="checkbox"/> Improvement/Developing <input type="checkbox"/> Effective	

**CORE PROFESSIONALISM** – These indicators illustrate the minimum competencies expected in any profession.

	Does Not Meet Standard	Meets Standard	Rating
Attendance & On-Time Arrival	Cooperative Professional has demonstrated a pattern of	Cooperative Professional has demonstrated a pattern of consistent	

	unexcused or inconsistent attendance an on-time arrivals and departures to work and all related functions.	attendance and on-time arrivals and departures to work and all related functions.	
Policies and Procedures	Cooperative Professional has not followed all local, state and Federal laws related to school and the community and/or has demonstrated a pattern of failing to follow all locally established policies and procedures.	Cooperative Professional follows all local, state and Federal laws related to school and the community and follows all locally established policies and procedures.	
Respect	Cooperative Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	Cooperative Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	
Maintains Appropriate Appearance	Fails to dress in professional manner and/or exhibits behavior or demeanor not acceptable to community.	Dresses in a professional manner and maintains appearance to community manner.	
Category Rating			

**POLICY IMPLEMENTATION**

The Director has the responsibility for carrying out, through administrative regulations, the policies established by the Board.

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

Adopted: 8/3/2017

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#### **APPROVAL OF HANDBOOKS AND DIRECTIVES**

The Director will make pertinent Board policies, cooperative regulations and procedures known to all staff members, the Director is granted the authority to issue staff handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform to cooperative-wide policies and regulations; it is also important that all handbooks reflect positively on the cooperative. Therefore, the Board expects all handbooks to be approved prior to publication by the Director and by the Board.

Employee handbooks will be distributed to all employees affected. All handbooks will be available in written and/or electronic format.

Adopted: 8/3/2017

**FILE: CK**

### **INDEPENDENT CONTRACTORS**

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance may be considered as one alternative for providing the desired service. The service may be provided consistent with budgetary appropriations.

All consultants will be approved by the Director prior to the invitation and arrangement for visitation by such person or persons to the cooperative. Any proposed contracts with consultants or service providers will be submitted to the Board for approval.

Consultants, whether temporary, part-time or full time, will exercise no administrative authority over the work of employees in the cooperative, but will act only as advisers in those fields in which they are qualified to offer expert assistance.

<b>Legal Reference</b>	<b>Description</b>
SDCL 13-8-30	Management of School by board – General Powers
SDCL 13-10-2	General power of School Boards to employ personnel

Adopted: 8/3/2017