

- CERTIFIED PERSONNEL -**Employee Use of Social Media****BOARD SUPPORT FOR THE RESPONSIBLE AND ETHICAL USE OF SOCIAL MEDIA**

The District supports the use of online social media to enhance educational initiatives, communication, and learning. This technology has the potential to facilitate the development of successful relationships between parents, students, and employees regarding school and District programs. The Board is committed to ensuring that all employees who utilize social media for these purposes do so in an appropriate, responsible, and ethical manner.

The District acknowledges the right of employees to use personal social media accounts with the understanding that employees' personal use that disrupts the educational process or the school or office environment in a material and substantial way is expressly prohibited.

DEFINITIONS

As used in the policy:

1. "Social media" means a broad scope of online communication channels and tools that allow for and/or facilitate various means of interaction, communication, and information sharing, including, but not limited to, blogs, X (formerly Twitter), Facebook, YouTube, Instagram, Snapchat, TikTok, and Pinterest.
2. "Personal account" means a non-work related social media profile/activity conducted outside of District employment duties (e.g., a Facebook page, X (formerly Twitter), or Instagram account for the employee's own use). This can include a generic professional social media account and/or activity in which an employee shares individual professional opinions in a non-professional context.
3. "District affiliated account" means an account created or maintained by a JCPS employee that has a direct tie or relationship to JCPS. For example, a District affiliated account is an account:
 - a. That is used by an employee in their role with the District; and
 - b. Is established for a particular class or department or an account that uses a school's name, a school's mascot, JCPS or JCBE, or any phrasing that directly or indirectly relates to JCPS in its title, name, or handle .
4. "Institutional account" means an account tied specifically to a District institution (e.g., an account established for an entire school, team, or school organization). An institutional account is the property of District and must remain accessible by at least two District administrators at all times.

EMPLOYEE USE OF SOCIAL MEDIA

An employee utilizing a social media account of any type shall comply with all applicable Board policies, District administrative procedures, all applicable federal and state laws and regulations, District ethics guidelines, and, for a certified employee, the Professional Code of Ethics for Kentucky Certified Personnel. An employee may be subject to disciplinary action up to and including termination for any social media activity, whether on a personal, District affiliated, or institutional account, that disrupts the school environment in a material and substantial way or that violates state or federal law or regulations.

An employee shall maintain appropriate employee-student relationships, including, but not limited to, complying with KRS 160.145 and Board Policy 08.2324 Traceable Communications relating to unauthorized communications with a student outside of the District's traceable communications

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system. An employee shall maintain the confidentiality of personally identifiable student information at all times,

PERSONAL ACCOUNTS

As set forth in the Administrative Procedure 05.51 AP.21 Employee Acceptable Use Agreement, an employee shall not use a personal social media account during work hours, via a District network, or on a District-issued device. An employee may be subject to disciplinary action for engaging in personal social media account activity via a District Network and/or on a District-issued device, whether or not such activity occurs during or outside of work hours.

A District employee shall:

1. Not use District-issued e-mail addresses to register on social networks, blogs or other online tools for personal use;
2. Not represent themselves as a spokesperson for the District unless authorized to do so by the Superintendent or the Executive Officer of Communications and Community Relations;
3. Be clear in personal social media activity that they are speaking on their own behalf, and not on behalf of the District;
4. Use a personal e-mail address when communicating via a personal social media account;
5. Not post student names, photographs, or videos in which a student appears, or other personal identifying information of a student on any personal account. Personally identifying student information also includes stories or anecdotes which contain details that would reasonably allow a member of the school community to identify the student.
6. Not engage in political speech on a personal account during school/office hours or with District equipment or network, in accordance with Board Policies 03.1324 Political Activities (Certified) and 03.2324 Political Activities (Classified).

DISTRICT AFFILIATED ACCOUNTS

An employee may establish a District affiliated account to share information with students, parents/guardians, and other district employees. A District affiliated account established by the employee must meet all the guidelines for a District institutional social media account. District affiliated accounts, while established by the employee, are the property of the District and must remain accessible to at least two JCPS administrators at all times. Employee use of a District affiliated account shall comply with Administrative Procedure 05.51 AP.21 Employee Acceptable Use Agreement.

A District employee shall:

1. Comply with pertinent District policies and administrative procedures, as well as any applicable state and federal laws and regulations. Failure to do so may result in disciplinary action, up to and including termination;
2. Maintain professionalism in both their tone and content when posting on a District affiliated account. If a post contains content that is not appropriate for the in-person classroom or work setting, it is not appropriate for a District affiliated social media account;

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3. Comply with Board Policy 09.14 Student Records when sharing content, photos, or stories that include personally identifying student information to a District affiliate account;
4. Request and obtain parent/guardian permission before re-sharing content from a parent/guardian;
5. Refrain from promoting, organizing, or engaging in political activities on a District affiliated account, which is prohibited under Board Policies 03.1324 Political Activities (Certified) and 03.2324 Political Activities (Classified);
6. Upon request, provide their supervisor, the Internal Audit Department, the JCPS Police Department, or the Office of Compliance and Investigations with access to any District affiliated account. Failure to do so is grounds for disciplinary action up to and including termination; and
7. Never share passwords and access to a District affiliated account with a student or with an individual who is not employed by the District.

The material posted on or communicated through a District affiliated account is considered official communication in the employee's role as a District employee. All direct messages or private messages sent or received on a District affiliated account are considered official communications and are subject to review by an employee's supervisor, the Internal Audit Department, the JCPS Police Department, the Office of Compliance and Investigations or other District administrators.

INSTITUTIONAL ACCOUNTS

An institutional account is the property of District and shall remain accessible to at least two JCPS administrators at all times. The password and access to an institutional account may never be shared with a student or with an individual who is not employed by the District. Each Division and school shall submit to the Communications and Community Relations Division a comprehensive list of its institutional accounts identifying the account administrators.

Institutional accounts may be audited, reviewed, or discontinued by the District at any time. An employee is prohibited from promoting, organizing, or engaging in political activities on an institutional account, which is prohibited under Board Policies 03.1324 Political Activities (Certified) and 03.2324 Political Activities (Classified).

An employee who creates, uses, or interacts with an institutional account in any manner, does so in their capacity as a District employee regardless of whether such creation, use, or interaction occurs during school or work hours or within or outside the school or work setting. As such, employees shall comply with all Board policies and procedures, state and federal laws and regulations, and applicable ethics guidelines. Failure to do so may be grounds for disciplinary action, up to and including termination.

REFERENCES:

KRS 160.290

KRS 161.790

20 U.S.C. 1232g (Family Educational Rights and Privacy Act or FERPA), 34 C.F.R. 99.1 - 99.67

20 U.S.C. 1232h (Protection of Pupil Rights Amendment or PPRA); 34 C.F.R. 98

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Employee Use of Social Media

REFERENCES (CONTINUED)

OAG 80-33; OAG 85-130; OAG 85-140; OAG 86-2; OAG 93-35

Kentucky Family Educational Rights and Privacy Act (KRS 160.700; KRS 160.705

KRS 160.710; KRS 160.715; KRS 160.720; KRS 160.725; KRS 160.730)

RELATED POLICIES AND ADMINISTRATIVE PROCEDURE:

03.112; 03.113; 03.1325; 03.162; 03.17; 09.14; 09.422; 10.21; 10.31; 05.51 AP.21

- CLASSIFIED PERSONNEL -

Employee Use of Social Media

Please refer to Board Policy 03.1XYZ Employee Use of Social Media (Certified).

School Resource Officers (SROs)

DEFINITIONS

"School Resource Officer" or "SRO" means an officer whose primary job function is to work with youth at a school site who has specialized training to work with youth at a school site and is:

- (a) 1. A sworn law enforcement officer certified under [KRS 15.380](#) to [KRS 15.404](#); or
- 2. A special law enforcement officer appointed pursuant to [KRS 61.902](#) and certified under [KRS 15.380](#) to [KRS 15.404](#); or
- 3. A police officer appointed as a certified SRO; and
- (b) Employed:
 - 1. Through a contract between a local law enforcement agency and the District;
 - 2. Through a contract as secondary employment for an officer, as defined in [KRS 16.010](#), between the Department of Kentucky State Police and the District; or
 - 3. Directly by the District as part of the JCPS Police.¹

"General employment policies" means the rules, regulations, policies, and procedures commonly applicable to the general workforce or civilian employees that are not unique to law enforcement activities or the exercise of peace officer authority, regardless of whether those rules, regulations, policies, and procedures exist or appear in a departmental manual or handbook that is solely applicable to a law enforcement department or agency within the unit of government employing the officer.⁸

"Law enforcement procedures" means only those policies, rules, and customs that:

- 1. Are specific to the conduct of officers in the exercise of law enforcement powers and functions, including, without limitation: use of force, conduct in the course of pursuits, conduct during stops or detentions of citizens, conduct in the course of interacting with, assisting, or questioning of citizens, and investigative conduct;
- 2. Are carried out in the course of peace officer functions;
- 3. Are not general employment policies; and
- 4. May exist in either written form or in the form of unwritten standards, practices, or protocols generally accepted and applied in the law enforcement profession.⁸

PURPOSE AND GOAL: SAFER SCHOOLS AND SAFER STUDENTS

The Board is responsible for the general management and control of schools in the District², including promoting and fostering a safe environment for students, staff, and visitors. Every student should have access to a safe, secure, and orderly school that is conducive to learning.³ Central to that responsibility is the implementation of a fair and equitable system of behavior supports and interventions for all students. School administrators are expected to develop and implement a plan with teachers to ensure that expected behaviors are intentionally taught, modeled, learned, and reviewed to ensure understanding and success by students, school staff, and SROs.

The District's commitment to achieving racial equity through awareness, action, and accountability must be embedded in all school and District practices, to ensure that all students are treated fairly and without discrimination. Critical to school safety and student success is the importance of building and sustaining positive adult-to-student relationships that: celebrate and recognize positive student behavior; incorporate cultural competence; use age- and

School Resource Officers (SROs)**PURPOSE AND GOAL: SAFER SCHOOLS AND SAFER STUDENTS (CONTINUED)**

developmentally-appropriate strategies; and are based on mutual respect and two-way communication.

A central goal of implementing this system of strategies to develop positive relationships in schools is reducing the number of students who become engaged with the juvenile justice and criminal justice systems.

The purpose of the SRO program is not to enforce or administer matters of school discipline and student conduct. Such matters are the responsibility of other District or school personnel. The purpose of the SRO program is to: promote and foster a safe environment in schools, at school-sponsored events, and on school transportation; provide a law enforcement presence on school property and at school-sponsored events; enhance educational programs relating to safety and positive behaviors; build positive relationships with students to support academic success and personal growth; provide a liaison to community and law enforcement agencies, and contribute to the District focus on building trusting relationships in school communities through approaches such as restorative practices, positive behavior interventions and supports, social-emotional learning, and trauma-informed practice. ~~The primary domain of activity for an SRO is outside the school building, except when called to respond to an incident or emergency by the principal or District administrator.~~ An SRO shall work to develop strong working collaborative relationships with principals; other school administrators; and with School Safety Administrators, ~~whose primary domain of activity is within school buildings.~~

The goal of the SRO program is to promote safer schools and safer students by employing law enforcement officers with high levels of specialized school-specific and student-focused training to work proactively with others in the school community to create a safer and more supportive learning environment for all students. SROs shall work as a team with administrators and teachers to develop strategies to protect and support all children so they can reach their fullest potential. Administrators will work to facilitate opportunities for SROs who have mentoring relationships with students to maintain those relationships.

The SRO program is one component of a broader effort within schools and the District central office to promote and foster a safe learning environment for students, staff, and community. Schools are safer when administrators, teachers, and staff work intentionally to:

- Actively engage students in authentic learning that matters to their sense of self and personal development.
- Build a culture and climate that foster and sustain attitudes, beliefs, values, and practices that promote success for all students.
- Make racial equity foundational to all school systems and practices.
- Develop and implement a comprehensive system of supports to address student mental health, social, and emotional needs, and the roots of disruptive behavior.
- Collaborate closely with appropriately trained and equipped law enforcement professionals – SROs – to promote and foster a safe environment for students, faculty, staff, and the school community.

School Resource Officers (SROs)**ROLES AND EXPECTATIONS**

- An SRO will have such training, certification, and commission as is required by provisions of KRS Chapters 15, 61, and 158.
- In addition to requirements established under state law for SROs, an SRO employed by the District shall meet all additional training and other requirements established by the District in the SRO job description and in procedures to implement this policy.
- Per [KRS 158.4414](#), an SRO who fails to successfully and timely complete SRO training requirements shall lose their SRO certification and shall no longer work in the District as an SRO. An SRO who fails to meet other requirements established by the District shall be subject to the provisions of the policies and procedures governing employee discipline.
- An SRO shall also obtain training on the use of physical restraint and seclusion including additional training applicable to “core team” school personnel designated to respond to dangerous behavior.

ROLES AND EXPECTATIONS

- An SRO is vested with law enforcement jurisdiction and authority as described in [KRS 61.902](#) to [KRS 61.930](#) and other applicable law, including, but not limited to, investigating and responding to possible criminal offenses and to health or safety threats to students or school personnel.
- As authorized under the Family Educational Rights and Privacy Act (“FERPA”), SROs and all staff within the JCPS Police Department, are designated as the District’s “law enforcement unit” possessing law enforcement authority and exercising safety and security functions as described in state law and referenced above. Records created and maintained by an SRO for a law enforcement purpose do not constitute education records under FERPA.³ District staff other than law enforcement personnel are not responsible for the creation of law enforcement records and are expected to observe restrictions on access to such records. An SRO is expected to provide guidance and insight to District officials and staff on such restrictions.

NATURE OF EMPLOYMENT

An SRO is a classified employee. An SRO is therefore generally covered by District general employment classified employee policies for classified employees, with the exception of employee discipline, including, but not limited to, policies regarding terms and conditions of employment; fringe benefits; prohibited conduct; employee discipline; and reductions in force.⁴ ~~However, as applied to an SRO, such general District classified employee policies may be subject to the terms of their contract with the District; their job description; and their authority to carry out certain law enforcement functions as permitted by law.~~ Additionally, an SRO is required to follow the law enforcement procedures of the JCPS Police Department. Police officers shall be granted with the protections provided in [KRS 15.520](#) and shall be certified in accordance with [KRS 15.380](#).⁶

An SRO has unique responsibilities as a sworn law enforcement officer which are executed within the command structure of the JCPS Police Department. Under that command structure, the Chief of Police has sole departmental authority to impose discipline on an SRO.

School Resource Officers (SROs)**NATURE OF EMPLOYMENT (CONTINUED)**

The Chief of Police shall prepare a procedure setting forth a standardized disciplinary process for SROs. The procedures shall address progressive discipline; documentation of discipline; the disciplinary authority of the Chief of Police and the Superintendent; administrative review of a disciplinary decision relating to a severe infraction; a pre-termination process; appeal of a disciplinary decision; and the process for instituting an emergency suspension. SROs shall be afforded due process in accordance with KRS 15.520 and all applicable state laws.

In accordance with [KRS 61.926](#), 527.020, and 527.070, as applicable, each SRO shall be armed with a firearm, notwithstanding any provision of Board policy, school council policy, or memorandum of agreement.⁵

ASSIGNMENT

The Board shall ensure, for each campus in the District, that at least one (1) certified SRO is assigned to and working on-site full-time in the school building or buildings on the campus. If sufficient funds and qualified personnel are not available for this purpose for every campus, the Board shall fulfill the requirements on a per campus basis, as approved in writing by the State School Security Marshal, until a certified SRO is assigned to and working on-site full-time on each campus in the District.

BOARD MAY AUTHORIZE POLICE DEPARTMENT

[KRS 158.471](#) provides that the Board is authorized to establish a police department for the District, appoint police officers and other employees, prescribe distinctive uniforms for the police officers of the District, and designate and operate emergency vehicles. Police officers appointed shall take an appropriate oath of office in the form and manner consistent with the constitution of Kentucky.

If the Board establishes a police department, the Superintendent/designee shall develop standard operating procedures governing the department.

The District police department shall provide criminal history records information to a requesting agency when that requesting agency is conducting a basic suitability or fitness assessment for federal or contractor employees under 5 U.S.C. sec 9101 in accordance with KRS 17.162.

TRAINING REQUIREMENTS

All SROs shall successfully complete forty (40) hours of annual in-service training that has been certified or recognized by the Kentucky Law Enforcement Council for SROs, as well as all other additional training requirements for SROs established by the District. Any SRO who fails to successfully complete the state-mandated training requirements within the specified time periods, including approved extensions, shall lose their SRO certification and shall no longer serve in the capacity as an SRO. An SRO who has lost SRO certification due solely to the officer's failure to meet state training requirements may regain certification status as an SRO upon completion of the training deficiency, and may resume service in the capacity as an SRO. An SRO who fails to meet other training requirements established by the District shall be subject to the provisions of the policies and procedures governing employee discipline.

As set forth in [KRS 158.4414](#), the course curriculum for in-service training certified or recognized by the Kentucky Law Enforcement Council for SROs, shall include but not be limited to:

- (1) Foundations of school-based law enforcement;

School Resource Officers (SROs)**TRAINING REQUIREMENTS (CONTINUED)**

- (2) Threat assessment and response;
- (3) Youth drug use and abuse;
- (4) Social media and cyber security;
- (5) School resource officers as teachers and mentors;
- (6) Youth mental health awareness;
- (7) Diversity and bias awareness training;
- (8) Trauma-informed action;
- (9) Understanding students with special needs; and
- (10) De-escalation strategies.

Course curriculum for additional District-mandated SRO training shall include, but not be limited to:

- (1) Bullying;
- (2) Cross-cultural communication and bias awareness training;
- (3) De-escalation strategies;
- (4) Multi-Tiered Systems of Support and Positive Behavior Interventions and Supports (MTSS and PBIS);
- (5) Restorative Practices;
- (6) Safe Crisis Management;
- (7) Student Support and Behavior Intervention Handbook;
- (8) Trauma-informed action;
- (9) Understanding students with special needs;
- (10) Youth mental health awareness;
- (11) Weapon qualification;
- (12) Drug rehabilitation resources;
- (13) Suicide prevention;
- (14) Use of trained interpreters when engaging with a student, family member, or other individual whose first language is not English;
- (15) Family Educational Rights and Privacy Act (FERPA); and
- (16) All trainings required by the District for classified employees

Principals and School Safety Administrators shall be given training and guidance regarding positive and effective relationships with SROs, including the circumstances under which requesting support from an SRO is appropriate, and when it is not appropriate.

School Resource Officers (SROs)**DATA COLLECTION, ANALYSIS, REPORTING, AND PROGRESS MONITORING**

1. The SRO Standard Operating Procedures Manual, as described below, shall include detailed guidance for the reporting of incidents by SROs, including but not limited to: the types of incidents that must be reported; the information required; the form of documentation; and the delivery, storage, and maintenance of incident reports.
2. The Chief of Police shall create a Data Review Team to establish program goals and metrics to assist in measuring progress toward meeting those goals. The Chief of Accountability, Research and Systems Improvement/designee shall assist the Data Review Team in establishing metrics and data collection and analysis protocols. The Data Review Team shall include the Chief ~~of Opportunity & Access Equity Officer~~/designee, the ~~Executive Director, Success and Resilience Assistant Superintendent of Culture and Climate~~/designee, ~~Executive Officer, Chief of~~ Exceptional Child Education/designee, and three mental health professionals, who may include, but are not limited to, a school psychologist, counselor, or mental health practitioner.
3. The Chief of Police shall prepare regular reports for the Superintendent and the Board outlining program implementation activities, progress towards meeting goals, challenges, next steps, and program needs.
4. The Chief of Police shall establish an SRO Community Data Review Team, which shall meet at least quarterly to review and analyze aggregate data regarding incidents reported by SROs and make recommendations to the District regarding the SRO program. The SRO Community Data Review Team shall include individuals with knowledge and expertise regarding data analysis, violence prevention, justice-involved youth, racial equity in the school setting, and other pertinent matters.
5. As Racial Equity and Culture and Climate are two of the three pillars of the District, the Data Review Team shall closely monitor, consistently report, and actively work to reduce both racial disproportionality in and the overall number of citations, arrests, and other law enforcement involvement with students.
6. The Chief of Police/designee shall establish a process whereby authentic student feedback regarding the School Safety Program and SRO is collected, analyzed, and shared with District leadership and the Board.
7. The Chief of Police/designee shall notify the Superintendent, Chief of ~~Strategy and Innovation Staff~~ General Counsel, and all Board members, as soon as possible and within three (3) days, of all incidents in which an SRO:
 - a. Detains a student under the age of eighteen (18) into custody under [KRS 610.190](#) for an offense for which an adult could be arrested, including a physical detention to another location and a detention that results in the issuance of a citation and release;
 - b. Arrests an adult student including a physical arrest to another location and an arrest that results in the issuance of a citation and release;
 - c. Arrests an individual who is not a student;
 - d. Unholsters a firearm or Taser; or

School Resource Officers (SROs)**DATA COLLECTION, ANALYSIS, REPORTING, AND PROGRESS MONITORING**

- e. Discharges a firearm or Taser.

STANDARD OPERATING PROCEDURES MANUAL

The **Chief of Police Superintendent**/designee shall prepare an SRO Standard Operating Procedures (SOP) Manual to provide operational guidance to the JCPS Police Department and SROs. The SOP Manual shall provide written processes that describe in detail how to perform tasks specific to the SRO program to meet statutory, regulatory, and Board policy standards; establish expectations for high quality operations; and to create a culture of accountability and continuous improvement.

Using national best practices and procedures for school resource officer programs, the District shall establish an SOP Manual Team, including members from District departments and the community, to develop SRO SOPs.

The manual shall be reviewed and updated by a reconstituted SOP Manual Team at least once every two years, and as needed.

SUPERINTENDENT TO REPORT

No later than November 1 of each year, the Superintendent shall report to the Center for School Safety the number and placement of SRO in the District. The report shall include the source of funding and method of employment for each position.

GUARDIANS

Beginning with the 2025-2026 school year, the Board, if unable to meet the requirement for each campus in the District, that at least one (1) certified SRO is assigned to and working on-site full-time in the school building or buildings on the campus, may in consultation with and approval by the State School Security Marshal, employ one (1) or more Guardians to provide safety and security measures for schools within the District. The use of Guardians shall not be used to replace the certified SRO, but only to provide safety and security resources until a certified SRO is available.

Beginning with the 2025-2026 school year, if the District that has met the requirement for each campus in the District, that at least one (1) certified SRO is assigned to and working on-site full-time in the school building or buildings on the campus, the District may employ one (1) or more Guardians to provide additional school safety and security measures within the District.⁷

REFERENCES:

¹[KRS 158.441](#)

²[KRS 160.290](#)

³20 U.S.C. 1232(g)(a)(4)(ii); 34 C.F.R. § 99.8

⁴[KRS 161.011](#)

⁵[KRS 61.902](#) – [KRS 61.930](#); [KRS 527.020](#); [KRS 527.070](#); [KRS 70.290](#)

⁶[KRS 158.471](#)

⁷[KRS 158.4414](#)

⁸[KRS 15.520](#)

[KRS 15.380](#) to [KRS 15.404](#); [KRS 15.520](#)

[KRS 158.440](#) – [KRS 158.4461](#)

School Resource Officers (SROs)

REFERENCES (CONTINUED):

[KRS 158.471](#); [KRS 158.473](#); [KRS 158.475](#); [KRS 158.477](#); [KRS 158.479](#); [KRS 158.481](#)
[704 KAR 007:160](#)

RELATED POLICIES:

02.311; 09.14; 09.2211; 09.227; 09.422; 09.425; 09.4361

Adopted/Amended: 6/24/2025
Order #: 2025-103

Procedures for School Resource Officers (SROs)**POSTING OF POSITION**

The District shall post for School Resource Officer (SRO) vacancies following JCPS Human Resources requirements.

SRO HIRING PROTOCOL TEAM - DEVELOPMENT OF INTERVIEW QUESTIONS AND RUBRICS

1. The Chief Operations Officer/designee will convene appropriate District staff members as an ad hoc SRO Hiring Protocol Team to develop and implement the process for hiring SROs. The Chief of Police shall serve as the chair of the committee. The SRO Hiring Protocol Team shall consist of, but not be limited to, members of the following District divisions or departments: Culture and Climate; Diversity, Equity and Poverty; Exceptional Child Education; Human Resources; and JCPS Police Department. In addition, one or more individuals with recent experience as a District school principal shall be invited to join the SRO Hiring Protocol Team.
2. The SRO Hiring Protocol Team will develop a set of interview questions that address pertinent attributes, qualities, and dispositions of SRO candidates, and a screening rubric for the questions, designed to differentiate responses from highly qualified candidates from those of other, less qualified candidates.
3. Interview questions and the related scoring rubric will address the following areas:
 - a. Credentials
 - b. Experience
 - c. Working with individuals from diverse backgrounds
 - d. Law enforcement in schools
 - e. Community awareness
 - f. Desired behaviors consistent with Board Policy 02.31
 - g. Responses to SRO-based scenarios
 - h. Other matters as determined by the Hiring Protocol Team.
4. The SRO Hiring Protocol Team shall make recommendations regarding recruitment strategies to ensure a racially and ethnically diverse applicant pool.
5. Upon the closing of a posted job vacancy, the Chief of Police shall convene appropriate District staff members as an ad hoc SRO Screening Committee to review the applications of qualified candidates and select candidates for initial interviews. The Chief of Police/designee shall serve as the chair of the committee. The SRO Screening Committee shall consist of, but not be limited to, members of the following District divisions or departments: Culture and Climate; Diversity, Equity and Poverty; Exceptional Child Education; Human Resources; and JCPS Police Department.
6. The SRO Screening Committee will review all applications for SRO vacancies and develop a list of candidates to undergo initial screenings and interviews.
7. The SRO Screening Committee will conduct initial screenings and interviews to develop a slate of candidates to be reviewed by the Chief of Police, who shall make hiring

Procedures for School Resource Officers (SROs)**SRO HIRING PROTOCOL TEAM - DEVELOPMENT OF INTERVIEW QUESTIONS AND RUBRICS**

8. recommendations to the Superintendent. At their discretion, the Chief of Police may consult with appropriate District staff when developing final hiring recommendations.

SCHOOL RESOURCE OFFICERS (SROs) SRO SCREENING OF APPLICANTS

1. Upon the closing of a posted job vacancy, the Chief of Police shall convene appropriate District staff members as an ad hoc SRO Screening Committee to review the applications of qualified candidates and select candidates for initial interviews. The Chief of Police/designee shall serve as the chair of the committee. The SRO Screening Committee shall consist of, but not be limited to, members of the following District divisions or departments: Culture and Climate; Diversity, Equity and Poverty; Exceptional Child Education; Human Resources; and JCPS Police Department.
2. The SRO Screening Committee will review all applications for SRO vacancies and develop a list of candidates to undergo initial screenings and interviews.
3. The SRO Screening Committee will conduct initial screenings and interviews to develop a slate of candidates to be reviewed by the Chief of Police, who shall make hiring recommendations to the Superintendent. At their discretion, the Chief of Police may consult with appropriate District staff when developing final hiring recommendations.

TRAINING**DOMAIN OF RESPONSIBILITY**

~~The primary domain of activity for an SRO is outside the school building, except when called to respond to an incident or emergency by the Principal or District administrator. An SRO shall work to develop strong working collaborative relationships with principals; other school administrators; and with School Safety Administrators, whose primary domain of activity is within school buildings.~~

STATE-REQUIRED TRAINING

1. All SROs shall complete forty (40) hours of annual in-service training that has been certified or recognized by the Kentucky Law Enforcement Council and identified in [KRS 158.441](#).
2. In the event of extenuating circumstances that prevent an SRO from completing required training within the required time period, the Chief of Police shall request an extension of time with the Department of Criminal Justice Training or designee as outlined in [KRS 158.441](#).

DISTRICT-REQUIRED TRAINING

1. All SROs shall complete sixty (60) hours of annual in-service training that has been developed for or by the District.
2. The Chief of Police will establish a School Resource Officer Training Team ("SRO Training Team") to develop SRO training plans for new officers and experienced officers. Members of the SRO Training Team will include individuals from the following District divisions and departments: Culture and Climate; Diversity, Equity, and Poverty; Exceptional Child Education; Human Resources; and the JCPS Police Department.

Procedures for School Resource Officers (SROs)**DISTRICT-REQUIRED TRAINING (CONTINUED)**

3. The SRO training plans shall establish the training schedule, consistent with [KRS 158.441](#) and Board Policy 02.31, to ensure appropriate coverage and prioritization of training topics for new and experienced SROs. External partners who provide training for SROs will be invited to provide guidance to the District Training Team on appropriate training content for new and experienced officers.
4. The Chief of Police will make every effort to schedule training during non-student attendance days, with the exception of Parent Teacher Conference Day.

The Chief of Police shall develop and publish a training calendar and maintain logs for SROs including state- and District-mandated training.

JUVENILE DETENTION IN DISTRICT SCHOOLS

1. An SRO may take a juvenile into custody or issue a citation in accordance with [KRS 610.190](#), [KRS 610.200](#) (for juveniles) and [KRS 431.005](#), [KRS 431.015](#) (for adults), and other applicable statutes. An SRO will make the final determination whether to detain a juvenile in a District school or on school property, in consultation with the Chief of Police/designee.
2. If an SRO suspects a juvenile of an offense or violation as defined in [KRS 500.080](#), the SRO may:
 - a. Issue a citation to the juvenile and release them to a parent/guardian; or
 - b. Detain the juvenile and:
 - i. Take them to a location determined by the Court Designated Worker (CDW), or
 - ii. Issue a citation and release them to a parent/guardian.
3. In the event the juvenile is detained, the SRO will contact the CDW to receive a decision regarding detention of the juvenile or releasing the juvenile to a parent/guardian.
4. An SRO or JCPS Police Department staff shall make contact with a parent/guardian of a District student under the age of 18 when the following conditions exist:
 - a. The student receives a citation;
 - b. The student is detained, and receives a citation;
 - c. The student is a suspect and is being or may be interviewed;
 - d. The student has been given their Miranda rights;
 - e. The student is a witness and may be subpoenaed to testify; or
 - f. The student is the victim of a crime.
5. An SRO or JCPS Police Department staff shall not make contact with a parent/guardian of a District student under the age of 18 if the parent/guardian is suspected of having committed a crime against the student.

Procedures for School Resource Officers (SROs)**DETENTION OR ARREST OF STUDENTS/JUVENILE DETENTION IN DISTRICT SCHOOLS
(CONTINUED)**

6. A juvenile between twelve (12) and seventeen (17) years of age can either receive a citation and be released to a parent/guardian or be taken into custody. A juvenile who is detained for a violent felony shall be transported to a location designated by the CDW; a juvenile who is detained for a misdemeanor or felony property crime shall be released to a parent/guardian or responsible adult.
7. The local juvenile court system discourages detaining a juvenile under the age of eleven (11) for offenses other than the “most egregious crimes” (e.g. homicide). Detaining a juvenile under twelve (12) years of age shall occur within the following parameters:
 - a. The juvenile shall receive a citation and be released to parent/guardian, unless the SRO is otherwise directed to take a child into custody by a person authorized by law to make such a determination.
 - b. If the juvenile poses an imminent threat of substantial physical harm to self or others, Safe Crisis Management restraint techniques shall be used.
 - c. The use of handcuffs is prohibited.
 - d. The SRO will consult with the Chief of Police/designee before detaining a juvenile.

**CRITERIA FOR DETAINING A STUDENT UNDER THE AGE OF EIGHTEEN (18) UNDER [KRS 610.190](#)
OR ARRESTING AN ADULT STUDENT**

1. Criteria for detaining a juvenile student or arresting an adult student by SROs include:
 - a. The individual poses an imminent threat of substantial physical harm to self or others. An SRO should consider appropriate interventions other than physical detention or arrest.
 - b. An SRO has issued a citation to a student with the intent of releasing them to their parent /guardian, but the parent/guardian is unable or unwilling to come to the school to pick up the student or the school is unable to hold the student until a responsible adult can be contacted.
 - c. A felony incident has occurred, including, but not limited to, First- or Second-Degree Assault, Minor in Possession of a Handgun on School Property, or First-Degree Robbery, as defined in Kentucky law.
 - d. An egregious felony has occurred, including, but not limited to, Rape or Homicide, as defined in Kentucky law, with the detention or arrest occurring in conjunction with local police agencies with jurisdiction.
 - e. A misdemeanor incident, as defined in Kentucky law, has occurred for which the SRO has determined a physical detention or arrest is necessary and appropriate.

The SRO will consult with the Chief of Police/designee and the Principal in all cases regarding students being taken into custody or arrested.

Procedures for School Resource Officers (SROs)**DETENTION OR ARREST OF STUDENTS FELONY DETENTION OR ARREST**

1. An SRO shall make a felony detention of a juvenile student or arrest of an adult student when an investigation establishes probable cause of a felony including when:
 - a. The victim or victim's parent/guardian states a desire to prosecute and the SRO deems the violation to be a felony; or
 - b. The suspect is an imminent risk of harm to self or others.
2. In the event of a felony detention of a juvenile, the SRO will contact the Court Designated Worker (CDW) to receive a decision regarding detention of the juvenile or releasing the juvenile to a parent/guardian. Felony detention with a citation to release to parent/guardian or filing a juvenile complaint is preferred.
3. The SRO will consult with the Chief of Police/designee and the Principal in all cases regarding a felony detention or arrest.

TAKING A STUDENT INTO CUSTODY OR ARRESTING A STUDENT FOR VIOLATIONS OF THE DISTRICT STUDENT SUPPORT AND BEHAVIOR INTERVENTION HANDBOOK (SSBIH)

Discipline is the responsibility of the school administration. Therefore, Principals and Assistant Principals, or other appropriate school staff should work with students who have a disciplinary infraction. Responses and consequences for infractions should be determined using the Student Support and Behavior Intervention Handbook (SSBIH). In most instances, the response to a student violation of the SSBIH does not include any participation of an SRO. However, the SSBIH states that "when a student violates a law, school administration may notify the appropriate law enforcement official....Prosecution and adjudication of criminal violations shall occur separately from the administration of school procedures." In addition, the Chief of Police/designee will be contacted and consulted in any citation, detention, or arrest for a violation of the SSBIH, as outlined in the detention or arrest criteria above. *See the SSBIH for a list of law-related behavior violations.*

SCHOOL RESOURCE OFFICERS (SROs) DOCUMENTATION AND REPORTING OF CITATIONS, DETENTIONS, AND ARRESTS

1. All detentions, arrests, and citations will be documented in accordance with SRO Data Reporting Requirements specified in Board Policy 02.31, the SRO Standard Operating Procedures Manual, and the requirements set forth in Kentucky statutes and administrative regulations.
2. Monthly reports regarding all detentions, arrests, and citations will be provided by the Chief of Police to the Superintendent; Chief of Operations; Chief of Diversity, Equity, and Poverty; Chief of Exceptional Child Education; Chief of Accountability, Research & Systems Improvement; Chief of Schools; Level/Zone Assistant Superintendents; and the Assistant Superintendent of Culture and Climate. Monthly reports of detention and arrest data, including citation and physical detention and arrest data, will be supplied to the Board.
3. Aggregate data regarding citations, detentions, and arrests, and other incidents involving an SRO shall be provided monthly to the SRO Community Data Review Team established in the Data Reporting Section of the SOP Manual.

Procedures for School Resource Officers (SROs)**WEARING THE SCHOOL RESOURCE OFFICER UNIFORM**

The Chief of Police shall establish and enforce standards for SRO uniforms.

1. SROs will wear only such uniforms and insignia as are approved by the Chief of Police.
2. When in uniform, SROs are official representatives of the District and will conduct themselves in accordance with all District and department policies and procedures.

UNIFORM APPEARANCE STANDARDS

Uniforms will be kept neat, clean, well-pressed and properly fitted at all times. Care should be taken not to wear threadbare or faded items.

1. Badges will be displayed on the outermost garment over the left breast;
2. Boots will be cleaned and polished, and free of holes and rips; and
3. All other leather/duty gear will be black in color and well maintained.

UNIFORM SPECIFICATIONS - DUTY UNIFORM

The color and style of the Duty Uniform to be worn by an SRO shall be determined by the Chief of Police issued by the District.

SCHOOL RESOURCE OFFICERS (SROs) UNIFORM SPECIFICATIONS - DUTY EQUIPMENT

The Duty Equipment issued to an SRO shall be determined by the Chief of Police, issued by the District, and shall include:

1. Weapon and duty security holster;
2. Taser;
3. Handcuffs, handcuff holder, and keys;
4. Issued ammunition and two (2) fully-loaded magazines;
5. Radios and holders;
6. District-issued mobile phone;
7. One pair of exam gloves;
8. Issued baton and holder;
9. School keys;
10. Body armor (optional); and
11. Body camera

UNIFORM SPECIFICATIONS - NAMETAGS

All members of the JCPS Police Department will wear a district-issued nametag at all times while on duty.

Weapons**FIREARMS - DUTY USE**

1. While on duty, SROs shall carry a fully-loaded, district-issued handgun with two (2) magazines.
2. In addition to the state requirement for SROs to qualify with weapons annually, officers must complete one additional weapons qualification, for a total of two (2) annually.

Procedures for School Resource Officers (SROs)**FIREARMS - DUTY USE (CONTINUED)**

3. Weapons, ammunition, and accessories that meet District standards will be issued by the District for the performance of responsibilities while on duty.
4. In accordance with [KRS 503.050](#) and [KRS 503.070](#), officers are authorized to use their firearms when they reasonably believe that the action is in defense of human life, including the officer's own life, or in defense of any person in imminent danger of serious physical injury as defined in [KRS 508.080](#).
5. An officer may also use a firearm during range practice and qualification.
6. With the exception of maintenance, storage, or during training exercises, officers shall refrain from drawing, exhibiting, or unnecessarily displaying their authorized duty firearm.
7. Firearms shall remain holstered at all times unless an officer is engaged in activities requiring its use.
8. In the event that a weapon is unholstered in a school or on school property, the Chief of Police and Principal must be notified and appropriate documentation recorded.

FIREARMS - PROHIBITED USES

An SRO shall not discharge a firearm:

1. When an officer believes there to be a reasonable possibility that an innocent bystander(s) or other officer(s) are likely to be injured by the officer's firearm discharge, directly or indirectly;
2. When a suspect is fleeing, unless the suspect poses an imminent risk to others;
3. From or in a moving vehicle;
4. Into a building or occupied structure from an external location;
5. Solely to protect or preserve personal or District property; or
6. As a result of carelessness, horseplay, or disregard for the safety of others.

An officer who discharges or unholsters a firearm in a manner that is prohibited is subject to disciplinary action.

Data Reporting**INCIDENT REPORTING SYSTEM**

2. The Chief of Police shall establish processes for incident reporting.
3. An SRO shall complete an incident report in every instance of the following:
 - a. A complaint or request for service received;
 - b. A criminal event;
 - c. The issuance of a citation;

Procedures for School Resource (SROs)**Data Reporting****INCIDENT REPORTING SYSTEM**

- d. A detention of a student under the age of eighteen (18) under [KRS 610.190](#) for an offense for which a juvenile offender could be tried as an adult, including a physical detention to another location and a detention that results in the issuance of a citation and release;
 - e. An arrest of an adult student or other adult, including a physical arrest to another location and an arrest that results in the issuance of a citation and release;
 - f. A felony or misdemeanor offense as defined in [KRS 500.080](#);
 - g. An incident as directed by a supervisor; or
 - h. An incident that, by its nature, requires investigation and documentation.
4. Incident reports shall be the permanent method of documenting required information. However, other forms of documentation may be used during the field reporting process. These forms include, but are not limited to: Uniform Citations; warning forms; voluntary statement forms; and domestic abuse rights forms.
5. Reports and forms completed in the field shall be completed by the end of an SROs' shift. Event notes, field contacts, incident reports, and forms must be complete, accurate, and thorough. If an officer finds an error in a field report or form after submittal, then a supplemental report shall be completed correcting the error. All records shall be preserved, including the original documentation before correction, to ensure that a complete and accurate record is retained.
 - a. Information required in incident reports shall include the following when applicable: incident number; day, date, and time of initial reporting; day, date, and time of occurrence; name and identifiers of reporting party; District affiliation of the person or persons involved; victim or complainant; involvement of weapons, alcohol, or drugs; vehicle descriptors; property descriptions and dispositions; names and identifiers of suspects/offenders and witnesses; use of force; narrative description of the incident and any action taken; and name and identifiers of assigned officer and reviewing supervisor.
 - b. Information required in detention and arrest citation reports shall include the following additional information: probable cause statement; aliases used; physical descriptions of the suspect; offenses charged; warrant descriptors; and employer identifiers.
 - c. Information required in other reports shall be prescribed by Board policy, procedures of the JCPS Police Department, state statutes, and Kentucky Administrative Regulations.

Procedures for School Resource Officers (SROs)**INCIDENT REPORTING SYSTEM (CONTINUED)**

6. Copies of incident, detention, and arrest citation reports shall be forwarded to the Principal and the Chief of Police for storage, data collection, and analysis. The Chief of Police shall be responsible for ensuring that the District complies with all data collection and reporting requirements regarding incidents involving SROs under state statute, Kentucky Administrative Regulation, and Board policy.
7. Copies of incident and arrest citation reports shall also be forwarded by the Chief of Police to the Board's General Counsel and made available for inspection upon request by any member of the Board within three (3) business days of the incident.
8. If an incident involving an SRO, including an incident that results in a detention or arrest, requires that documentation be entered in Infinite Campus because it is a violation of the Student Support and Intervention Handbook (SSBIH), the Principal/designee is responsible for entering the required data in Infinite Campus.

Review/Revised:6/24/2025

Evaluation of the Superintendent

DEVELOPMENT AND APPROVAL

The Board and Superintendent shall develop procedures and forms for the evaluation of the Superintendent in compliance with applicable statutes and regulations. All procedures and forms shall be approved by the Board. ~~The procedures shall provide for both formative and summative evaluation of the Superintendent.~~ This policy and related procedures shall be submitted to the Kentucky Department of Education for approval.

KENTUCKY SUPERINTENDENT EFFECTIVENESS STANDARDS

The Board shall evaluate the Superintendent based on the June 2026 Framework of Kentucky Superintendent Effectiveness Standards developed by the Kentucky Association of School Administrators. The framework focuses on five (5) critical areas of leadership:

1. Strategic Leadership;
2. Instructional Leadership;
3. Cultural Leadership;
4. Human Resource Leadership; and
5. Operational Leadership.

FREQUENCY OF EVALUATION

The Superintendent shall be evaluated annually by the Board. Mid-year, the Board may conduct a formative evaluation to review the Superintendent's progress toward accomplishing performance goals. The Board and Superintendent may engage in formative conversations regarding progress on standards, goals, and performance expectations as needed at other times during the year. At the end of each school year, the Board shall conduct the Superintendent's summative evaluation.

PROCESS

Any preliminary discussions relating to the evaluation of the Superintendent by the Board or between the Board and the Superintendent prior to the summative evaluation shall be conducted in closed session.

The summative evaluation of the Superintendent shall be discussed and adopted in an open meeting of the Board and shall be reflected in the minutes. The written summative evaluation shall be made available to the public on request.

REFERENCES:

[KRS 156.557](#)

[704 KAR 003:370](#)

[Framework of Kentucky Superintendent Effectiveness Standards, Kentucky Association of School Administrators \(June 2026\)](#)

RELATED POLICY:

03.18

Adopted/Amended: 6/11/2019
Order #: 2019-470

Procedures for the Summative Evaluation of the Superintendent

KENTUCKY SUPERINTENDENT EFFECTIVENESS STANDARDS

The Board shall evaluate the Superintendent based on the June 2026 Framework of Kentucky Superintendent Effectiveness Standards developed by the Kentucky Association of School Administrators (KASA). The framework focuses on five (5) critical areas of leadership:

- 6. Strategic Leadership;
- 7. Instructional Leadership;
- 8. Cultural Leadership;
- 9. Human Resource Leadership; and
- 10. Operational Leadership.

PROCESS FOR SUPERINTENDENT EVALUATION

- 1) At the beginning of each contract year, the Board shall review Board Policy 02.14 Evaluation of the Superintendent and this administrative procedure reviews the plan and expectations with the Superintendent prior to implementing the evaluation plan.
- 2) The Board and Superintendent shall determine collaboratively the expectations relating to Superintendent performance in relation to the leadership standards and District goals established in the District strategic plan. collaboratively determine the evaluation process, timelines, and forms including:
 - a) ~~The type of performance rating system to be used for the seven (7) leadership standards adopted by the Board—numerical (4-1), descriptive (Exemplary, Accomplished, Developing, Improvement Required), or both. The Board will get more effective evaluation data through thoughtful discussions in determining a descriptive performance rating, but using and averaging numbers is an option; and~~
 - b) ~~. The District's performance on Student Outcomes Focused Governance (SOFG) Goals and Interim Goals under Leadership Standard 7: Instructional Leadership.~~
- 3) Throughout the year, the Superintendent shall collect and retain artifacts that provide evidence of his/her performance relating to the leadership standards and District goals. Examples of artifacts for each standard may be accessed on the KASA website at <https://kasa.org/Web/Web/Resources/Supt-Standards.aspx>.

Using the ~~following~~ Superintendent Evaluation instrument in this Administrative Procedure, the Superintendent shall conduct conducts a written self-assessment reflecting and reflects on his/her own performance in relation to each levels in terms of the leadership standards. The self-assessment shall include measurable data regarding progress toward goals set forth in the District strategic plan, a description of the strategies used to achieve those goals, and artifacts that provide evidence of the Superintendent's performance.

- 4) ~~and the SOFG Goals and Interim Goals under Leadership Standard 7: Instructional Leadership.~~
- 3) Each Board member shall use uses the following Superintendent Evaluation instrument in this Administrative Procedure to evaluate the Superintendent's reflect on Superintendent progress and performance in relation to each of the levels on leadership standards. The evaluation shall include consideration of measurable data regarding progress toward goals set forth in the District strategic plan, the effectiveness of the strategies the Superintendent used to achieve

Procedures for the Summative Evaluation of the Superintendent

PROCESS FOR SUPERINTENDENT EVALUATION (CONTINUED)

those goals, and consideration of artifacts that provide evidence of the Superintendent's performance.

~~-and SOFG goals and interim goals under Leadership Standard 7: Instructional Leadership. Board members should also consider areas of emphasis on previous evaluations.~~

- ~~3)4)~~ Each Board member ~~shall should~~ rate the Superintendent on each of the leadership all the performance—standards to create a comprehensive evaluation of the Superintendent's performance job, keeping in mind that factors such as experience and organizational structure may determine the level of focus on each standard. Performance indicators are listed below every standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
- ~~4)~~ ~~Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.~~
- 5) Each Board member's responses shall forms should be returned to the Board Chair or designee to be compiled for compiling.
- 6) The entire Board and Superintendent shall meet to discuss the individual and/or compiled evaluation reflection/assessment results. This conversation shall be held in a closed session and may include identifying commonalities and differences as well as developing and agreement on the overall performance of the Superintendent expectations.
- ~~7)~~ ~~The Board and Superintendent determine expectations relating to performance standards and district goals. Throughout the year the Superintendent collects and retains evidence of performance for areas of emphasis as well as standards and district goals. The Superintendent shares evidence with the Board throughout the year to demonstrate efforts toward increased competencies in these areas.~~
- ~~8)7)~~ The Board shall consider the Superintendent's evidence considers and incorporates Superintendent evidences into the Superintendent annual performance evaluation and collectively determine, with one voice, determines the Superintendent performance level for each standard and goal.
- ~~9)8)~~ The final summative evaluation (~~summative~~) of the Superintendent shall be discussed and adopted in an open meeting of the Board and reflected in the meeting minutes.

PERFORMANCE RATING LEVELS

The following performance levels will be used to indicate the progress of a Superintendent toward the seven standards and district goals.

(4) Exemplary: Exceeds the standard

(3) Accomplished: Meets the standard

(2) Developing: Making progress toward meeting the standard

Procedures for the Summative Evaluation of the Superintendent

PERFORMANCE RATING LEVELS (CONTINUED)

- (1) Improvement Required:** Progress toward meeting the standard/goal is unacceptable; standard/goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent.

Comments are recommended to support performance levels for each standard and district goal and necessary when performance is determined to be Improvement Required.

COMPLETION OF FORMS FOR THE EVALUATION OF SUPERINTENDENT

1. Attached are the forms to be completed by each Board member rating the Superintendent's performance in meeting goals agreed to by the Superintendent and the Board at the beginning of the year. Each goal statement should be inserted into a separate page for completion.
2. Each Board member should rate the performance level for each goal.
3. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.

Each Board member's forms should be returned to the Board Chair~~person~~ or designated Board member for compiling.

Procedures for the Summative Evaluation of the Superintendent**1. STRATEGIC LEADERSHIP STANDARD**

The Superintendent works collaboratively with the Board of Education to create the conditions necessary for articulating the district's vision, mission, and goals. Through clear communication, strategic planning, and effective leadership, the Superintendent ensures alignment with state and local priorities, establishing the foundation for continuous improvement in student achievement and district success.

Performance Indicators

The Superintendent:

- 1.1 Communicates the District's vision, mission, and goals clearly and consistently to all stakeholders, ensuring understanding and engagement across the community.
- 1.2 Ensures that the District's identity—its vision, mission, values, and goals—drives decision-making and reflects the community's culture and aspirations.
- 1.3 Facilitates the implementation and monitoring of district strategic priorities informed by data and aligned with the Kentucky Board of Education and local priorities.
- 1.4 Aligns financial resources with strategic goals to advance student learning and District improvement.
- 1.5 Advocates for local, state, and national priorities to secure funding and influence policy aligned with the District's vision and mission.

Performance Rating

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent

2. INSTRUCTIONAL LEADERSHIP STANDARD

The Superintendent develops and sustains a district culture that prioritizes student learning. By fostering high expectations, instructional equity, and coherence, the Superintendent ensures that all students receive the support they need to succeed, regardless of background. Instructional leadership engages educators, students, and families in the learning process, addresses the whole child's development, prepares them to meet the community's evolving needs, and adapts to the ever-changing landscape of technology to enhance instructional practices.

Performance Indicators

The Superintendent:

- 2.1 Fosters a district-wide commitment to continuous improvement and educational excellence while ensuring equitable systems, structures, and resources that support whole-child development.
- 2.2 Aligns curriculum vertically and horizontally to ensure consistency, equitable access, and smooth student transitions across grade levels, reinforcing the expectation that all students can learn.
- 2.3 Designs instructional programs, including effective virtual education models, that reflect the community's needs and prepare students for success in local and global contexts.
- 2.4 Promotes professional learning, cultivates principals as instructional leaders, and innovative practices, including technology integration, to engage educators, students, and families in continuous improvement.
- 2.5 Advocates for policies and funding that enhance instructional programs, particularly those addressing equity and access to advanced learning opportunities.

Performance Rating

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent**3. CULTURAL LEADERSHIP STANDARD**

The Superintendent embraces the district's culture and traditions to create conditions for exemplary performance. By aligning the work of all stakeholders with the District's mission, the Superintendent promotes equity, trust, and shared accountability, ensuring that the District culture supports the success of every student. The superintendent ensures that the community has opportunities to provide input on local measures, aligning instructional practices and district priorities with community needs.

Performance Indicators

The superintendent:

3.1 Communicates and exemplifies the District's core beliefs about teaching and learning, holding themselves to the highest standards as a visible model for stakeholders.

3.2 Establishes a purpose with all stakeholders and equips all employees with the tools, resources, and clarity needed to positively influence student outcomes.

3.3 Develops trust through collaboration and transparency, fostering a culture of shared accountability.

3.4 Recognizes and celebrates District successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.

~~3.4~~3.5 Develops and maintains a regular cadence of communication to ensure consistent messaging about District priorities, finances, values, and achievements across all stakeholders.

3.6 Creates opportunities for dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.

Performance Rating

The Superintendent's performance for this standard:

☐ **(4) Exemplary:** Exceeds the standard

☐ **(3) Accomplished:** Meets the standard

☐ **(2) Developing:** Making progress toward meeting the standard

☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent**4. HUMAN RESOURCE LEADERSHIP STANDARD**

The Superintendent ensures the district is a professional learning community with effective systems for recruiting, developing, and retaining high-quality staff. Through distributed leadership and fair evaluation practices, the Superintendent establishes a supportive environment that prioritizes professional growth and accountability. The Superintendent also ensures compliance with all federal and state employment laws through ongoing review and monitoring of district processes.

Performance Indicators

The Superintendent:

- 4.1 Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention and reflects staff feedback to improve the employee experience.
- 4.2 Implements and monitors systems for fair and effective staff evaluations to improve performance.
- 4.3 Plans for leadership succession to ensure continuity and alignment with district priorities while fostering a culture where succession planning cascades to all levels, including developing teacher leaders to support classroom and school-level stability.
- 4.4 The District regularly reviews and updates its employment processes to ensure compliance with all federal and state laws related to employment practices.

Performance Rating

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to Support the Superintendent's Performance for This Standard:

Procedures for the Summative Evaluation of the Superintendent**5. OPERATIONAL LEADERSHIP STANDARD**

The Superintendent ensures the District's operations and resources are efficiently organized to support instructional priorities and student safety. By aligning systems for budgeting, facilities, and communication, the Superintendent provides the operational stability required for the District's success. The Superintendent also ensures ongoing communication with the Board about the District's financial stability and resource alignment with strategic priorities.

Performance Indicators

The superintendent:

- 10.1 Develops, implements, and monitors comprehensive safety and emergency preparedness plans.
- 10.2 Develops and oversees budgets that align resources with District goals and student needs.
- 10.3 Ensures capital planning and facilities management reflect the priorities of student learning and safety.
- 10.4 Establishes effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, parents/guardians/families, and the community.
- 10.5 Advocates for operational policies and funding to enhance district infrastructure and safety.

11. Performance Rating

12. The Superintendent's performance for this standard:

13. ☐ (4) Exemplary: Exceeds the standard

14. ☐ (3) Accomplished: Meets the standard

15. ☐ (2) Developing: Making progress toward meeting the standard

16. ☐ (1) Improvement Required: Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

17. Comments & Evidence to Support the Superintendent's Performance for This Standard:

EVALUATION INSTRUMENT

STANDARD 1: STRATEGIC LEADERSHIP

The Superintendent leads the development and implementation of district vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- ~~1.1 With direction from the Board, the Superintendent facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.~~
- ~~1.1 Empowers all stakeholders to reach high levels of performance and achieve the district's vision.~~
- ~~1.2 Communicates high expectations for student achievement while promoting academic rigor that focuses on learning and excellence.~~
- ~~1.3 Develops, implements, promotes, and monitors continuous improvement processes.~~
- ~~1.4 Assists the Board in developing, implementing, and monitoring district goals.~~
- ~~1.5 Understands and demonstrates that district and school improvement goals are connected to student learning goals.~~

The Superintendent's performance for this standard:

- ☐ ~~(4) Exemplary:~~ Exceeds the standard
- ☐ ~~(3) Accomplished:~~ Meets the standard
- ☐ ~~(2) Developing:~~ Making progress toward meeting the standard
- ☐ ~~(1) Improvement Required:~~ Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

~~Comments & Evidence to support the Superintendent's performance for this standard:~~

Evaluation of the Superintendent

STANDARD 2: CULTURAL LEADERSHIP

~~The Superintendent understands the history, tradition, and multicultural differences of the district. The Superintendent empowers all stakeholders to assist in shaping district culture and climate as they support efforts to improve teaching and learning for all.~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

~~2.1 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.~~

~~2.2 Promotes understanding and celebrating of school/community cultures.~~

~~2.3 Promotes and expects a school-based climate of tolerance, acceptance, and civility.~~

~~2.4 Advocates, nurtures, and sustains school culture and instructional programming conducive to student learning.~~

~~2.5 Models and demonstrates multicultural and ethnic practices and is responsive to the needs of diverse populations.~~

~~2.6 Encourages instructional strategies that include cultural diversity and differences in learning styles.~~

~~The Superintendent's performance for this standard:~~

~~☐ **(4) Exemplary:** Exceeds the standard~~

~~☐ **(3) Accomplished:** Meets the standard~~

~~☐ **(2) Developing:** Making progress toward meeting the standard~~

~~☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~**Comments & Evidence to support the Superintendent's performance for this standard:**~~

Evaluation of the Superintendent

STANDARD 3: HUMAN RESOURCE LEADERSHIP

~~The Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. The Superintendent assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. The Superintendent provides technical advice to the Board to administer and negotiate labor contracts.~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

- ~~3.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.~~
- ~~3.2 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.~~
- ~~3.3 Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.~~
- ~~3.4 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, support, evaluation, development and retention of a high-performing, diverse staff.~~
- ~~3.5 Mentors and coaches' administrators throughout the district.~~
- ~~3.6 Develops bargaining strategies based upon collective bargaining laws and processes.~~
- ~~3.7 Identifies contract language issues and proposes modifications.~~
- ~~3.8 Participates in the collective bargaining processes as determined by the Board, establishing productive relationships with bargaining groups while effectively managing contracts.~~

~~The Superintendent's performance for this standard:~~

- ~~☐ **(4) Exemplary:** Exceeds the standard~~
- ~~☐ **(3) Accomplished:** Meets the standard~~
- ~~☐ **(2) Developing:** Making progress toward meeting the standard~~
- ~~☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~Comments & Evidence to support the Superintendent's performance for this standard:~~

Evaluation of the Superintendent

STANDARD 4: MANAGERIAL LEADERSHIP

~~*The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all district stakeholders.*~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

~~4.1 Demonstrates understanding and comprehends the importance of managing the district budget, including financial forecasting, planning, cash flow management, account auditing and monitoring that results in the following:~~

- ~~• A balanced operational budget for school programs and activities.~~
- ~~• Utilization of district resources to attain the highest and most efficient use to improve student learning, while maintaining compliance with legal, ethical and policy standards.~~
- ~~• Effective communication of the district's budget and resource allocation to the Board and constituents.~~
- ~~• Meeting reporting deadlines as required by statute, regulatory agency, local policy, or Board action.~~

~~4.2 Ensures sound management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~

~~4.3 Secures and uses a variety of appropriate school and community resources to support learning.~~

~~4.4 Understands and monitors the district technology plan, making informed decisions about computer hardware and software, as well as related staff development and training needs.~~

~~4.5 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.~~

~~4.6 Establishes procedures and practices to assist all stakeholders in implementing and monitoring emergency plans for district safety and security practices for weather, threats, violence, and trauma in collaboration with local, state, and federal agencies.~~

~~The Superintendent's performance for this standard:~~

~~☐ (4) Exemplary: Exceeds the standard~~

~~☐ (3) Accomplished: Meets the standard~~

~~☐ (2) Developing: Making progress toward meeting the standard~~

~~☐ (1) Improvement Required: Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~Comments & Evidence to support the Superintendent's performance for this standard: _____~~

Evaluation of the Superintendent

STANDARD 5: COLLABORATIVE LEADERSHIP

~~*The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the district's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.*~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

- ~~5.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.~~
- ~~5.2 Develops effective Superintendent/Board interpersonal and working relationships.~~
- ~~5.3 Understands and interprets the role of federal, state, and regional governments, policies, and politics and their relationships to local districts and schools.~~
- ~~5.4 Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.~~
- ~~5.5 Collaboratively develops, implements, and monitors processes to improve student learning and teaching.~~
- ~~5.6 Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.~~
- ~~5.7 Demonstrates effective communication skills (written, verbal, and non-verbal), in formal and informal settings, large and small group and one-on-one environments.~~
- ~~5.8 Establishes effective school/community relations, school/business partnerships and a positive working relationship with the media; and promotes involvement of all stakeholders to fully participate in the process of education.~~

~~The Superintendent's performance for this standard:~~

- ~~☐ **(4) Exemplary:** Exceeds the standard~~
- ~~☐ **(3) Accomplished:** Meets the standard~~
- ~~☐ **(2) Developing:** Making progress toward meeting the standard~~
- ~~☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~**Comments & Evidence to support the Superintendent's performance for this standard:**~~

Evaluation of the Superintendent

STANDARD 6: INFLUENTIAL LEADERSHIP

The Superintendent uses his/her position in the district and community to work with local, state, and federal officials to influence policies affecting the political, social, economic, legal, cultural, and ethical governance of public education.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 6.1— Understands and interprets the role of federal, state, and regional governments; policies; and politics and their relationships to local districts and schools.
- 6.2— Provides input on critical education issues at the local, state, and federal levels.
- 6.3— Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 6.4— Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 6.5— Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district.

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Evaluation of the Superintendent

STANDARD 7: INSTRUCTIONAL LEADERSHIP

~~The Superintendent supports and builds a system to effectively use district resources and research-based best practices for curriculum, instruction, and assessment in reducing achievement gaps and continuously improving teaching, learning, and student achievement.~~

PERFORMANCE INDICATORS:

~~(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)~~

~~7.1 Communicates student achievement expectations to staff and stakeholders.~~

~~7.2 Demonstrates the need to identify and remove barriers to student learning.~~

~~7.3 Proposes appropriate recommendations for programs and curricula in anticipating adjustments of occupational trends and school-to-career needs.~~

~~7.4 Develops, implements, promotes, and monitors continuous improvement processes with faculty and stakeholders to ensure alignment of curriculum, instruction, and assessment.~~

~~7.5 Encourages the use of technology in educational programming.~~

~~7.6 Using a variety of techniques, work with principals and administrators to formulate plans to assess and analyze the effectiveness of instruction through student progress. These may include monitoring, evaluating, and reporting student achievement and performance gaps; observing teaching methods and classroom management; and research, assessments, feedback, and reflection.~~

~~7.7 Understands data analysis, including how it applies to school and district student achievement goals, how to address curricular gaps and how to use data to prioritize decisions and drive change that will improve student learning.~~

~~7.8 Ensures school and district progress in the areas of: proficiency, growth, graduation rate, closing achievement gaps, transition readiness, opportunity, and access.~~

~~The Superintendent's performance for this standard:~~

~~☐ **(4) Exemplary:** Exceeds the standard~~

~~☐ **(3) Accomplished:** Meets the standard~~

~~☐ **(2) Developing:** Making progress toward meeting the standard~~

~~☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.~~

~~Comments & Evidence to support the Superintendent's performance for this standard, including progress toward meeting annual SOFG Goals and Interim Goals described below:~~

Evaluation of the Superintendent

STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)

DISTRICT SOFG GOALS AND INTERIM GOALS

The Board has adopted the Student Outcomes Focused Governance (SOFG) Framework of the Council of the Great City Schools which includes Board approved Goals and Guardrails, and Interim Goals and Guardrails.

The primary purpose of the Superintendent's job is to guide the District toward successful completion of the long term SOFG Goals for student outcomes while observing the SOFG Guardrails with integrity. The District's performance toward meeting annual SOFG Interim Goals are key metrics for the evaluation of the Superintendent.

SOFG GOALS

An SOFG Goal is set for a six (6) year time period and is a policy statement that is:-

1. SMART (specific, measurable, attainable, results focused, time bound);
2. Student outcomes focused; and
3. Describes the Board's top priorities during the six (6) year timeline.

SOFG ANNUAL TARGETS FOR GOALS

An SOFG Annual Target sets the annual level of attainment needed to achieve the corresponding six (6) year SOFG Goal using the same metric as the goal.

SOFG INTERIM GOALS

A six (6) year SOFG Goal has between one (1) to three (3) SOFG Interim Goals.

An SOFG Interim Goal is:

1. Used as a key metric for the annual evaluation of the Superintendent;
 2. Measured Annually;
 3. Is a leading measure of progress that can be expressed as a number or a percentage and that, when improving, increases the likelihood that the six (6) year SOFG Goal will be achieved; and
 4. Is SMART (specific, measurable, attainable, results focused, time bound).
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Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 1: Elementary School Academic Readiness			
Percentage of 5th-grade students who score “ready” on the JCPS Academic Readiness Measures will increase from % in June 2025 to % by June 2030. (Baseline to be established August 2025)			
Baseline June 2025 % To be established August 2025		Annual Target June 2026 % To be established August 2025	
		Actual June 2026 ____%	
Interim Goal 1.1: 3rd-Grade Reading Percentage of 3 rd -grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 45% in June 2024 to 47% in June 2025.			Management Comments
Baseline June 2024 45%	Interim Goal June 2025- 47%	Actual June 2025- ____%	
Interim Goal 1.2: 4th-Grade Math Percentage of 4 th -grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 39% in June 2024 to 41% in June 2025			
Baseline June 2024 39%	Interim Goal June 2025 41%	Actual June 2025- ____%	
Interim Goal 1.3 4th-Grade Milestones In development			
Baseline— <u>To be established 08/2025</u>	Interim Goal June 2026 <u>To be established 08/2025</u>	Actual June 2026	

Note: Use of Interim Goal 1.3 4th-Grade Milestones will begin with the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 2: Middle School Academic Readiness			
Percentage of 8 th -grade students who score “ready” on the JCPS Academic Readiness Measures will increase from % in June 2025 to % by June 2030. (Baseline to be established in August 2025)			
Baseline June 2025 % To be established August 2025		Annual Target June 2026 % To be established August 2025	Actual June 2026 ____%
Interim Goal 2.1: 6th Grade Reading Percentage of 6th-grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 45% in June 2024 to 47% in June 2025.			Management Comments
Baseline June 2024 45%	Interim Goal June 2025- 47%	Actual June 2025- ____%	
Interim Goal 2.2: 7th Grade Math Percentage of 7th-grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 30% in June 2024 to 32% in June 2025			
Baseline June 2024 30%	Interim Goal June 2025 32%	Actual June 2025- ____%	
Interim Goal 2.3: 7th Grade Milestones In development			
Baseline- To be established 08/2025	Interim Goal To be established 08/2025	Actual-	

Note: Use of Interim Goal 2.3 7th Grade Milestones will begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 3: High School Academic Readiness			
Percentage of 12 th grade students who score “ready” on the JCPS Academic Readiness Measures will increase from % in June 2025 to % by June 2030. (Baseline to be established in August 2025)			
Baseline June 2025 % To be established August 2025		Annual Target June 2026 % To be established August 2025	Actual June 2026 ____%
Interim Goal 3.1: 9th Grade Reading Percentage of 9th grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 41% in June 2024 to 43% in June 2025.			Management Comments
Baseline June 2024 41%	Interim Goal June 2025- 43%	Actual June 2025- ____%	
Interim Goal 3.2: 10th Grade Math Percentage of 10th grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 16% in June 2024 to 18% in June 2025			
Baseline June 2024 16%	Interim Goal June 2025 18%	Actual June 2025- ____%	
Interim Goal 3.3: 10th Grade Milestones In development			
Baseline- To be established 08/2025	Interim Goal To be established 08/2025	Actual-	

Note: Use of Interim Goal 3.3 10th Grade Milestones will begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 4: 3rd Grade Literacy			
Percentage of 3rd grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% in June 2030.			
Baseline June 2024 66%		Annual Target June 2025 68%	
Actual June 2025 <u> </u> %			
Interim Goal 4.1: 1st Grade Reading Percentage of 1st grade students who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 64% in June 2024 to 66% in June 2025.		Management Comments	
Baseline June 2024 64%	Interim Goal June 2025 66%	Actual June 2025 <u> </u> %	
Interim Goal 4.2: 2nd Grade Reading Percentage of 2nd grade students who met or exceeded their expected growth and/or achievement benchmarks in Reading according to the Spring MAP Assessment will increase from 65% in June 2024 to 67% in June 2025			
Baseline June 2024 65%	Interim Goal June 2025 67%	Actual June 2025 <u> </u> %	
Interim Goal 4.3: 3rd Grade Evidence of Learning Check In development			
Baseline To be established 08/2025	Interim Goal To be established 08/2025	Actual Data Point	

Note: Use of Interim Goal 4.3 3rd Grade Evidence of Learning Check to begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Evaluation of the Superintendent**STANDARD 7: INSTRUCTIONAL LEADERSHIP (CONTINUED)****EVALUATION OF SUPERINTENDENT'S INSTRUCTIONAL LEADERSHIP BASED ON SOFG INTERIM GOALS**

Goal 5: 8th Grade Numeracy Percentage of 8th grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring MAP assessment will increase from 61% in June 2024 to 76% in June 2030.					
Baseline 2024 61%		Interim Goal June 2025 63%		Actual June 2025 ____%	
Interim Goal 5.1: Percentage of 6th grade students who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP Assessment will increase from 55% in June 2024 to 57% in June 2025.			Management Comments		
Baseline June 2024 55%	Interim Goal June 2025 57%	Actual June 2025 ____%			
Interim Goal 5.2: Percentage of 7th grade students who met or exceeded their expected growth and/or achievement benchmarks in Math according to the Spring MAP Assessment will increase from 57% in June 2024 to 59% in June 2025					
Baseline June 2024 57%	Interim Goal June 2025 59%	Actual June 2025 ____%			
Interim Goal 5.3: 8th Grade Evidence of Learning Check In development					
Baseline To be determined 08/2025	Interim Goal To be determined 08/2025	Actual ____%			

Note: Use of Interim Goal 5.3 8th-Grade Evidence of Learning Check to begin for the contract year subsequent to the adoption of that Interim Goal by the Board.

Review/Revised:1/28/2025