

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

POLICY SUB-COMMITTEE
SPECIAL MEETING NOTICE

DATE: October 25, 2016
TIME: 6:45 P.M.
PLACE: Lillis Administration Building - Rm. 2

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

RECEIVED
TOWN CLERK
OCT 21 11:46 AM '16
NEW MILFORD, CT

1. **Call to Order**
2. **Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. **Discussion**

- A. Policies/Regulations for Discussion
 1. 2400 Evaluation of the Superintendent/Process
 2. 9130 Board Committees
 3. 9320 Meetings of the Board
 4. 9323 Construction of the Agenda
 5. 9324 Advance Delivery of Meeting Materials

4. **Items of Information**

- A. CABA Sample Documents
 1. 2400 Evaluation of the Superintendent recommended process
 2. Superintendent Evaluation form

5. **Public Comment**

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member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. Adjourn

**Sub-Committee Members: J.T. Schemm, Chairperson
Wendy Faulenbach
Dave Littlefield
Tammy McInerney**

**Alternates: Brian McCauley
David A. Lawson**

Administration

Evaluation Of The Superintendent

The New Milford Board of Education is responsible for evaluating the Superintendent of Schools.

The Board of Education will evaluate the Superintendent of Schools at least once a year.

The guidelines and procedures used in the evaluation of the Superintendent are included in this Policy Manual as Superintendent Evaluation Process.

The evaluation of the Superintendent shall be related to the goals and objectives of the school district for the period covered.

Legal Reference: Connecticut General Statutes

10-157 Superintendents: Relationship to local or regional board of education; verification of certification status; written contract of employment; evaluation of superintendent by board of education.

Administration

Superintendent Evaluation Process

Purpose

The Board will provide the Superintendent with feedback as to his/her performance against the annual goals of the Board and his/her personal competencies on at least a semi-annual basis to ensure school system progress.

Process

There shall be four steps to the evaluation process:

1. Prior to the adoption of a budget, the Board adopts goals for the upcoming school year. Once adopted, those goals become the Superintendent's critical goals for the upcoming year.
2. In July (the beginning of the applicable school year), these goals shall be reviewed and modified, if necessary, based upon the outcomes of the Town's budget deliberations.
3. In February of the school year, the Superintendent will complete a self-evaluation using the Superintendent Competency Standards. Comment and feedback will be conducted verbally during Executive Session at the meeting in February. Serious deficiencies or differences of opinion on progress will be referred to the Board's Operations Committee to consult with the Superintendent and report to the full Board the resolution of such issues as may exist.
4. By May 1st of each year a full review of the year's results against the Competencies will be completed by each Board member and submitted to the Chairman. The Chairman and another Board member shall prepare a draft evaluation encompassing the proposed evaluations he/she has received and distribute same for discussion at the meeting in May. The evaluation with agreed upon revisions will be presented to the Superintendent before the meeting in May and discussed at the May meeting with the Superintendent in Executive Session. Based upon the decisions made it may be voted on at that meeting, but if not, a final evaluation must be adopted not later than June 1st.

Regulation approved:

June 11, 2002

NEW MILFORD PUBLIC SCHOOLS

Regulation revised:

June 21, 2005

New Milford, Connecticut

**NEW MILFORD PUBLIC SCHOOLS
SUPERINTENDENT COMPETENCY STANDARDS**

Definition of Standards

Competency	Substantially Exceeds Standards	Meets Standard	Fails To Meet Standard
<p>1. Educational Leadership</p> <ul style="list-style-type: none"> ● Evaluates his/her own progress in meeting goals. ● Prepares long and short-term goals for the system, including student achievement, and presents them to the Board. ● Keeps abreast of educational trends, state requirements, and educational law. 	<p>Inspires others to carry out vision. Creates an environment where employees feel valued and recognized for their contributions to the success of our school system. Builds employee morale and motivation by involving employees in setting goals, inspiring self-confidence in others and offering frequent and timely feedback. Ensures buy-in to plans, as appropriate, across schools and departments. Builds a school system recognized for its high quality performance.</p>	<p>Establishes purpose, direction and linkage of work to system goals. Creates employee identification with objectives and shared ownership for achieving results. Creates a climate that empowers employees by providing authority, complete information, resources, feedback, and ongoing support. Builds a cohesive, interdependent team committed to system goals. Fosters cooperation by example. Continually solicits feedback from employees on management performance for continuous improvement.</p>	<p>Provides incomplete or poor direction. Is often not available to employees. Climate is characterized by tension or apathy or both. Frequently a lack of congruity between individual goals and team goals. Allows unresolved conflicts and territoriality to block teamwork.</p>
<p>Check applicable box</p>			

Competency	Substantially Exceeds Standards	Meets Standard	Fails to Meet Standard
<p>2. Fiscal Management</p> <ul style="list-style-type: none"> ● Prepares an annual budget with appropriate input. ● Determines that funds are administered wisely and adequate control and accounting are maintained. 	<p>Consistently presents budgets that balance the educational needs of the community with the economic resources available. Resources are used in a manner that allows objectives to be met in the most efficient manner possible. Fiscal resources are managed such that all State requirements are exceeded without jeopardizing the Town's financial status.</p>	<p>Develops and presents accurate, realistic budgets reflective of the priorities established in the Long Range Plan and in the annual goals of the Board. Utilizes resources effectively and efficiently to meet objectives. Develops realistic forecasts that allow responsiveness to changing economic conditions and system needs. Manages fiscal resources properly, efficiently and in a manner that meets all State school finance requirements. Ensures that the system abides by the purchasing policies of the Board.</p>	<p>Budgets presented are not reflective of the needs of the community as expressed in the Long Range Plan and the Annual Goals of the Board. Resources are inappropriately or ineffectively used. Forecasts are less than accurate or untimely, not allowing responsive and responsible actions to address changing circumstances. State school finance requirements are not adequately met. Board purchasing policies are not carried out routinely.</p>
Check applicable box			
<p>3. Personnel Management</p> <ul style="list-style-type: none"> ● Oversees, directs, and evaluates administrative staff. ● Overlooks the hiring, management, and dismissal of employees under his/her charge. ● Abides by negotiated agreements and acts as advisor to the Board in future negotiations. 	<p>Consistently exhibits a superior ability to organize work and people in the most effective manner through the appropriate use of personnel policies and programs. Is a role model for others in the use of the performance appraisal process. Uses a joint problem solving process to resolve differences in expectations and accomplishment of results. Challenges people to excel and actively helps others broaden their skills and abilities. Ensures that plans are followed up and kept updated. Provides meaningful recognition of every employee making a positive contribution, not just the exceptional performers. Demonstrates mature judgment in addressing less than acceptable behavior or performance.</p>	<p>Screens and selects the right people for the right job. Understands and utilizes personnel policies and programs to manage people effectively to meet goals. Gives performance reviews and annual appraisals on a timely basis. Routinely provides feedback on performance in the spirit of continuous improvement. Encourages people towards goals and talks to people immediately when critical incidents occur. Provides appropriate priority to the development needs of employees. Gives recognition for good work and team effort. Institutes disciplinary actions when necessary. Complies with all regulatory and Board policy requirements.</p>	<p>Demonstrates poor people management skills. Does not use personnel processes effectively to select, develop discipline or promote employees. Seldom understands the type or scope of work to be done and is unable to identify the personnel required to do it. Actions or omissions result in the violation of regulatory, ethical or contractual standards. Tends to underprioritize developmental needs of employees. Does not conduct performance reviews or career development meetings on a regular and timely basis. Does not routinely encourage people to meet improvement goals and does not effectively address poor performance of employees. Disregards EEO requirements and Board personnel policies.</p>
Check applicable box			

Competency	Substantially Exceeds Standards	Meets Standard	Fails To Meet Standard
<p>4. Planning</p> <ul style="list-style-type: none"> ● Coordinate long-range planning; identifies district's instructional needs, and program weaknesses in order to uphold and insure the quality of education in the district. 	<p>Is particularly successful at seeing the "big picture." Has an exceptional ability to map out the components of a long range plan and annual plans linked to the long range plan in collaboration with others and to make those plans work. Negotiates and communicates clear priorities and sequence of activities to all parties. Problems are anticipated and contingencies are prepared. Plan revisions are carried out in concert with all involved parties. Monitors and follows up on all aspects of the plans to insure achievement</p>	<p>Develops long range plans that are consistent with New Milford's Common Core of Learning. Annual plans, objectives and priorities are established to support achievement of the long-range plan. Establishes measures at appropriate intervals and follows up to carry out the plans. Understanding and agreement is achieved with all involved parties.</p>	<p>Planning is deficient or non-existent. Objectives and priorities are often ill-defined or not communicated. Measures of performance against plan are inappropriate or non-existent. Lack of commitment of others weakens overall result.</p>
<p>Check applicable box</p>			
<p>5. Personal/Professional Qualities</p> <ul style="list-style-type: none"> ● Maintains his/her professional development by reading, attending conferences, working on professional committees, visiting other districts and meeting with other superintendents. ● Has his/her own plan for attaining CEU's in planned program of activities. Energetic and devotes the time necessary to meet the responsibilities of his/her position. 	<p>As a result of his/her leadership and personal qualities, the Superintendent relates effectively with the Board of Education, administration, faculty and parents. Through his/her own professional development program, the Superintendent brings new ideas and concepts to the Board and school district. The Superintendent communicates the vision and mission of the school district to school personnel.</p>	<p>The personal qualities of the superintendent demonstrate a positive and productive relationship with the Board of Education, administration, faculty and parents. The Superintendent participates actively in appropriate professional development activities and shares the knowledge gained from these experiences with the Board and staff as appropriate.</p>	<p>The personal qualities of the Superintendent do not foster a positive and productive relationship with the Board of Education, administration, faculty and parents. The Superintendent does not actively participate in professional development activities.</p>
<p>Check applicable box</p>			

Competency	Substantially Exceeds Standards	Meets Standard	Fails To Meet Standard
<p>6. Board Relations</p> <ul style="list-style-type: none"> ● Keeps board informed of activities, problems, and immediate district concerns. ● Provides periodic reports or updates as to the state of the district. ● Advises Board of educational law changes while making appropriate recommendations. 	<p>Demonstrates a clearly superior ability to relate well with the Board and each of its members. Takes the initiative to inform and solicit input from the Board. Routinely develops and recommends to the Board creative, implementable solutions to complex issues affecting the system. Welcomes and responds to feedback from the Board and, conversely, is unafraid to provide candid feedback to the Board in such a manner that creates an atmosphere of mutual trust.</p>	<p>Keeps the Board informed about new and pending pertinent state and federal laws and regulations, as well as about issues, needs and operations of the school system. Develops and recommends to the Board appropriate actions and alternatives to address issues confronting the school system, including compliance with laws and regulations. Agendas and background materials are prepared and distributed to Board members in a timely manner and provide adequate information to allow the Board to make informed decisions. Publicly supports and implements the policies of the Board.</p>	<p>Communication with the Board is ineffective. Either overloads the Board with unnecessary information or does not provide sufficient information. Creates an atmosphere of distrust by withholding or distorting information needed to make decisions or by violating necessary confidentiality with respect to Board deliberations. Places the school system in jeopardy of not being in compliance with state and federal laws or regulations by not keeping the Board informed of pertinent legislation. Does not implement or support the policies of the Board.</p>
<p>Check applicable box</p>			

Competency	Substantially Exceeds Standards	Meets Standard	Fails To Meet Standard
<p>7. Community Relations</p> <ul style="list-style-type: none"> Identifies and analyzes educational needs of the community and serves as community-Board liaison. 	<p>Places high priority on the development of good relations between the schools and the community. Regularly seeks out opportunities to involve the community in the affairs of the schools and actively encourages high levels of interaction between the schools and community. Encourages staff members to take the initiative to work more closely with parents and other citizens of the community. Is well recognized inside and outside the community as a leader in public education</p>	<p>Maintains open lines of communication between the schools and the community, directly and through the news media. Keeps the community informed about the needs and programs of the schools. Involves the community in planning for the future needs of the schools and in the current activities of the schools. Is an active participant in community affairs. Is recognized within the community as a leader in public education.</p>	<p>Fails to gain the respect or support of the community regarding the operations of the school system. Communication to the community is ineffective. Creates an antagonistic climate in relations with the news media. Often is uninvolved in the activities or affairs of the community.</p>
<p>Check applicable box</p>			

OVERALL PERFORMANCE COMMENTARY

Completed by: _____

Date: _____

FOR DISCUSSION

9130(a)

Bylaws of the Board

Board Committees

In order to better serve the school system, the Board shall establish certain committees to serve in an advisory capacity to the Superintendent and the Board, and to fulfill its responsibilities as required by law.

It is the policy of the Board to maintain certain Standing Committees, namely: Operations, Learning, Facilities and Policy; and to establish certain Ad-Hoc Committees, as needed. The committees shall operate within the standards set forth by this policy.

Standing Committees

Not later than the January regular meeting of the Board, the Standing Committees shall be appointed by the Board Chairperson to serve until the next annual meeting. Each committee shall consist of four Board members and two alternates. The alternates will only participate in committee meetings when one or more of the assigned board members are not present at the committee meeting. The Board Chairperson appoints the Chairperson for each committee from the members of the committee. The Board Chairperson is an ex-officio member of all standing committees.

Any member of the Board who is interested in serving on a standing committee shall notify the Chairperson promptly concerning his or her interest.

- A. Each Board member must serve on at least one standing committee.
- B. No Board member may serve on more than three standing committees.
- C. No Board member may chair more than one standing committee.

Any member of the Board may attend standing committee meetings (excluding Executive Session, unless otherwise permitted under the Freedom of Information Act); however, they are not able to participate in any discussion or vote. At all times, the total number of Board members participating in a committee meeting shall be one less than the number that represents a quorum of the Board.

Standing Committee Chairpersons and members on standing committees shall serve for the same term as the Board Chairperson.

(cf. 9132 – Standing Committees)

Bylaws of the Board

Board Committees (continued)

Ad-Hoc (Special/Temporary) Committees

Ad-Hoc (Special/Temporary) committees shall be established by the Board or Board Chairperson, whenever advisable, to address specific problems and projects. These committees shall include a minimum of two and a maximum of three Board members and may include members of the staff and/or community who would be able to provide expertise. Ad-Hoc committees shall be appointed as soon as possible after their establishment and shall be dissolved when their report has been accepted by the Board or at the next annual organizational meeting or upon a motion for dissolution passed by a majority vote, or upon completion of the assigned task whichever comes first. Ad-Hoc Committees supersede any standing committee.

Ad Hoc committee members shall be appointed by the Chairperson. Any Board member interested in serving on an Ad Hoc committee shall notify the Chairperson promptly concerning his/her interest. Any Board member who is interested in attending Ad Hoc committee meetings may do so. Board members who are not members of the Ad Hoc Committee may not 1) attend any executive session of the Ad Hoc Committee, unless otherwise permitted under the Freedom of Information Act, or 2) participate in any discussion or vote.

In the event of vacancies on Ad Hoc committees, the Chairperson shall appoint new committee members. All appointments expire when the committee as a whole expires.

The duties of each Ad Hoc committee shall be outlined at the time the committee is appointed.

Conduct of Committee Business

So that Board Committees shall operate in a consistent and effective manner, the following standards shall apply:

1. Board committee appointments shall be determined by the Board Chairperson as guided by the best interests of the Board. To make this determination, the Board Chairperson shall consider:
 - The requests by Board members to serve on specific committees. Requests to serve on specific Standing Committees shall be submitted by Board members, in the form of a prioritized list, to the Board Chairman at the annual meeting of the Board.

Bylaws of the Board

Board Committees (continued)

Conduct of Committee Business (continued)

- The individual background, talents and experiences of Board members.
 - The synergetic quality of the committee as a whole.
2. Standing Committees shall plan to meet once a month. Additional meetings may be called by the Committee Chairperson whenever he/she deems necessary, or upon a request of two committee members.
 3. All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.
 4. All Standing Committee meetings shall have a written agenda, prepared by the Committee Chairperson and the Superintendent or his/her designee; and posted at least twenty-four hours before the meeting. The agenda shall include all assignments as may be directed by the Board.
 5. The proceedings of all Standing Committee meetings shall be recorded and distributed to Board members in a timely manner.
 6. Recommendations to be considered for Board action, as determined by a vote of the committee members present, shall be placed on the agenda of a regular Board meeting as a formal motion.
 7. All committee meetings shall be open to the public; however, an executive session may be called in accordance with the provisions of the Freedom of Information Act.
 8. All committees shall post agendas and keep minutes of business conducted at meetings in accordance with the provisions of the Freedom of Information Act. The minutes shall be kept on file in the Superintendent's office and be made available at all times to the Board of Education members.

Legal Reference: Connecticut General Statutes
1-200 through 1-241 of the Freedom of Information Act.
1-200 Definitions.
1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:	January 9, 2001	NEW MILFORD PUBLIC SCHOOLS
Bylaw revised by the Board:	November 7, 2005	New Milford, Connecticut
Bylaw revised by the Board:	November 14, 2006	
Bylaw revised by the Board:	June 9, 2009	
Bylaw revised by the Board:	December 14, 2010	
Bylaw revised by the Board:	April 10, 2012	

FOR DISCUSSION

9320(a)

Bylaws of the Board

Meetings of the Board

The Board of Education is a legal body which exists only when its members are assembled in official session. It is the responsibility of the Board to publicly convene for the purpose of conducting official business as required.

It is the policy of the Board to hold a regular meeting on the ~~second~~ *third* Tuesday of each month. The Board shall also, when need dictates, conduct special meetings as called by the Board Chairperson, or upon request of three Board members. An agenda, prepared in accordance with the standards set forth in this policy, shall be publicly posted at least twenty-four hours prior to the time a meeting of the Board is to convene.

Official transactions of the Board shall ordinarily be conducted at the regular meeting. A special meeting, which has been called for a specific purpose, shall only address the specific order of business for which the meeting has been called.

1. So that the Board may be well prepared for meetings, all members shall receive the written agenda, as well as supporting information for items to be considered, at least two business days before a meeting of the Board.
2. The Board shall meet in executive session as needed, in accordance with the circumstances prescribed by the Freedom of Information Act.
3. All meetings of the Board are open to the public. An "Opportunity For The Public To Be Heard" shall be scheduled at every meeting.
4. The agenda of all meetings shall be prepared by the Superintendent in consultation with the Board Chairperson. Board members may also request items for inclusion on the agenda. Every effort should be made to prepare an agenda that will not require a meeting to extend more than three hours.
5. The following guidelines should be followed when listing agenda items; however, when necessary and reasonable, the Board may change the order of business on an agenda so that those items of particular interest to the public in attendance may be considered early in the meeting.
 - a. Recommended motions, including approval of minutes
 - b. Items for Discussion - reports, schedules, communications, etc.

(cf. 9323 – Construction/Posting of Agenda and 9325.2 – Order of Business)

Bylaws of the Board

Meetings of the Board (continued)

6. All actions of the Board shall be recorded as the Board Minutes and kept on file as the permanent official record of the Board meeting proceedings.
7. A majority of the Board members (five) shall constitute a quorum for the transaction of business. (cf. 9325.1 – Quorum)
8. “Robert's Rules of Order, Revised” shall govern the proceedings of the Board except when in conflict with the Board Bylaws.
9. A meeting of the Board may be canceled by the agreement of a majority of the Board.
10. A listing of the regular meetings of the Board of Education shall be posted with the Town Clerk no later than January 31 of each year.

Legal Reference: Connecticut General Statutes

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public.

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Bylaw adopted by the Board: January 9, 2001
Bylaw revised by the Board: November 7, 2005
Bylaw revised by the Board: November 14, 2006
Bylaw revised by the Board: June 12, 2012

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Bylaws of the Board

Construction of the Agenda

The Superintendent in cooperation with the Chairperson of the Board of Education shall prepare an agenda for each meeting. Any member of the Board of Education may call the Chairperson of the Board of Education and request any item to be placed on the agenda no later than 72 hours prior to the legally required public posting of the agenda. Such request shall be taken into consideration. In addition, the Chairperson of the Board of Education shall call a meeting whenever he/she is requested in writing so to do by three of the members of the Board of Education. If no meeting is called within 14 days after such a request has been made, one may be called by any three members by giving the usual written notice to the other members, with the agenda for the requested special meeting included and properly posted in accordance with the law.

Posting of the Agenda

At least 24 hours prior to the time of the meeting, the agenda shall be posted in Town Hall and shall be available at the Board's central offices. Any subsequent business not included in such filed agendas may be considered and acted upon at regular Board meetings upon the affirmative vote of two-thirds of the members of the Board of Education present and voting; however, no such additional items may be considered by the Board at special or emergency meetings.

Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public.

10-218 Officers. Meetings.

Bylaw adopted by the Board: January 9, 2001
Bylaw revised by the Board: November 7, 2005
Bylaw revised by the Board: November 14, 2006
Bylaw revised by the Board: March 10, 2009

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Bylaws of the Board

Advance Delivery of Meeting Materials

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be sent to each Board member and the Board clerk.

The agenda will be available to the public at the administration building after 4:00 P.M. on Fridays preceding each regular Board of Education meeting. An agenda will also be available to each member of the press on Friday afternoons.

2. A copy of the agenda shall be emailed to each building principal.
3. Copies of the agenda shall be made available to the presidents of each bargaining unit and the president of the PTO organization.

Bylaw adopted by the Board: January 9, 2001
Bylaw revised by the Board: November 14, 2006
Bylaw revised by the Board: June 12, 2012

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

A recommended process jointly developed and adopted by CABE and CAPSS. The process described are recommendations. They have no force of law, regulation or other compelling authority.

Administration

Evaluation of the Superintendent

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

Administration

Evaluation of the Superintendent (continued)

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Administration

Evaluation of the Superintendent (continued)

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Administration

Evaluation of the Superintendent (continued)

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Regulation approved:

cps 11/07

rev 4/16

Recommended Evaluation Process and Timeline Flowchart

<p>Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>	
<p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p>	<p>Board Self-Evaluation and Goal Setting</p> <p>Leadership Team Goal / Priority Setting.</p> <p>Superintendent’s Professional Goals and Objectives.</p>
<p>Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p>	
<p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p>	<p>Board Reviews Its Performance</p> <p>Informal Leadership Team discussion regarding progress on goals and objectives.</p> <p>Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p>End of Year Evaluation of the Superintendent May / June</p>	
<p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p> <p>Step 4:</p>	<p>Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance.</p> <p>Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.</p> <p>Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.</p> <p>Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p>
<p>Note: Superintendent’s Evaluation is a public document subject to FOIA.</p>	

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.

- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.
- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

2400
Appendix C
(continued)

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:



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Superintendent Evaluation

Check the most appropriate rating box on a scale of 1-5 (1 representing the lowest rating, 5 the highest) for each question. An "NA" rating is also provided if you are unable to rate an item for any reason. A space for comments is also provided.

Questions	1	2	3	4	5	NA	AVG.
Educational Leadership							
Goals							
1. Evaluates his/her own progress in meeting goals.							
2. Succeeds in achieving goals.							
3. Reviews educational needs of the system.							
4. Prepares long and short-term goals for the system, including student achievement, and presents them to the board.							
Comments: _____							
Curriculum Development							
1. Coordinates curriculum development within the district.							
2. Provides leadership in reviewing and developing curriculum.							
3. Utilizes the talents of professionals and community members.							
4. Establishes curriculum needs of special students.							
5. Makes recommendations for textbooks for school board adoption.							

Questions	1	2	3	4	5	NA	AVG.
Curriculum Development (continued)							
6. Maintains a current knowledge of developments in curriculum and instruction.							
Comments: _____							

Professional Development							
1. Inspires others to high professional standards.							
2. Assists schools in evaluating their current operations and professional development needs.							
3. Provides a climate for professional development of staff through in-service workshops and professional activities.							
Comments: _____							

Supervision							
1. Establishes self as educational leader.							
2. Delegates responsibilities wisely.							
3. Works within federal and state mandates.							
4. Ensures that teachers are involved in decision making.							
5. Reinforces positive efforts.							
6. Ensures administration of personnel policies and programs.							
7. Has a recruitment plan and organizes recruitment of personnel.							

Questions	1	2	3	4	5	NA	AVG.
Supervision (continued)							
8. Recommends the assignment of personnel to schools and offices.							
9. Plans and implements personnel evaluation system that identifies the strengths and weaknesses of employees in the system.							
10. Oversees the planning and evaluation of the staff development program to address the weaknesses of employees in the system.							
11. Supervises and evaluates all administrative staff.							
12. Communicates vision/mission to personnel.							
Comments: _____							

Fiscal Management							
Student Services							
1. Develops regulations to implement student services.							
2. Monitors student personnel services.							
3. Monitors the student record system.							
4. Implements programs relating to behavior and discipline of students.							
5. Maintains programs for health and safety of students.							
Comments: _____							

Questions	1	2	3	4	5	NA	AVG.
Budget/Business & Finance							
1. Prepares school calendar and annual budget with appropriate input.							
2. Completes and files, in a timely fashion, all required forms and reports.							
3. Prepares and recommends a budget that is fiscally sound and reflects the district's educational priorities.							
4. Determines that funds are administered wisely and adequate control and accounting are maintained.							
5. Keeps the board routinely informed as to status of the operating accounts of the budget.							
6. Involves the staff in the budget process.							
7. Reports to the school board on the financial condition of the school system.							
8. Ensures that expenditures are within limits approved by the school board.							
9. Monitors compliance with policies and laws.							
10. Establishes and monitors procedures for procurement of equipment and supplies.							
Comments: _____							

Infrastructure							
1. Keeps informed on needs of the school program, physical plant, facilities, equipment, supplies and code compliance requirements.							
2. Prepares long/short-range plans for facilities and sites.							
3. Maintains and implements policies for the use of school property.							
4. Ensures the maintenance of school property.							
5. Monitors any construction, renovations, or demolition of school facilities.							

Questions	1	2	3	4	5	NA	AVG.
Infrastructure (continued)							
6. Oversees and implements policies for safe school facilities.							
7. Monitors the student transportation system.							
Comments: _____							

Climate							
Staff and Personnel							
1. Develops and executes sound personnel procedures and practices.							
2. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.							
3. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.							
4. Maintains open communication.							
5. Is an active listener.							
6. Makes recommendations for employment, discipline or promotion of personnel in writing with supporting data; accepts responsibility for recommendations. If the recommendation is not accepted by the board, willingly finds another person to recommend.							
7. Receives recommendations for personnel from board members with an open mind but applies the same criteria for selection for recommendation as applies to applications from other sources.							
8. Maintains up-to-date job descriptions for all personnel.							
9. Assists board in negotiations with teachers and administrative units and acts as liaison between the board and other bargaining units.							

Questions	1	2	3	4	5	NA	AVG.
Staff and Personnel (continued)							
10. Delegates authority to subordinates when appropriate.							
Comments: _____							
Community Relations							
1. Solicits and gives attention to problems and opinions of all groups and individuals.							
2. Develops friendly and cooperative relations with the news media.							
3. Keeps the public aware of school activities and events.							
4. Achieves status as a community leader in public education.							
5. Involves the community in planning and problem solving for the schools.							
6. Articulates educational programs and needs to the community.							
7. Participates in community affairs.							
8. Is visible to students, parents and staff in the schools.							
9. Acts as liaison between schools and community social agencies.							
10. Fosters positive morale and spirit within the district.							
Comments: _____							

Questions	1	2	3	4	5	NA	AVG.
Teacher Relations							
1. Motivates and inspires professional growth and development.							
2. Serves as a role model.							
3. Is able to resolve grievance issues without involving the board of education.							
4. Supports and guides teachers in meeting the district's expectations of them.							
5. Acts as liaison between the school board and school personnel.							
Comments: _____							

Relationship with the Board and Board Members							
Policy							
1. Interprets and executes board policy.							
2. Supports board policy and actions to the public and staff.							
3. Understands role in administration of board policy.							
Comments: _____							

Questions	1	2	3	4	5	NA	AVG.
Meeting Preparation and Participation							
1. Recommends actions and alternatives to the board.							
2. Informs the board about rules and regulations of the Connecticut State Board of Education and state and federal laws.							
3. Informs the board about current trends and developments in education.							
4. Keeps the board informed on issues, needs, and operation of the school system.							
Comments: _____							
Rapport							
1. Remains impartial to the board, treating all board members alike.							
2. Respects the right of individual board members to express their opinion even though s/he may not be in agreement.							
3. After an official position has been reached, supports the decision of the board.							
4. Refrains from criticism of members of the board.							
5. Maintains communication.							
6. Informs board members of pending state or federal legislation that could influence their decisions.							
7. Keeps board informed on issues, needs, and operations of the school system.							
8. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.							
9. Seeks and accepts constructive criticism of work.							
10. Has a harmonious work relationship with the board.							
11. Accepts responsibility for maintaining liaison between the board and personnel, working towards a high degree of understanding between the staff and the board, and the board and staff.							

Questions	1	2	3	4	5	NA	AVG.
Rapport (continued)							
12. Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an effort to resolve such differences immediately.							
Comments: _____							

Personal/Professional Qualities							
Personal/Professional Qualities							
1. Maintains his/her professional development by reading, attending conferences, working on professional committees, visiting other districts, and meeting with other superintendents.							
2. Has his/her own plan for attaining CEU's in a planned program of activities.							
3. Energetic and devotes the time necessary to meet the responsibilities of his/her position.							
4. Uses language effectively in dealing with staff members, the board and the public.							
5. Completes tasks in a timely manner, i.e., a realistic balance between quality and quantity.							
6. Stimulates new ideas in others.							
7. Independently sees the need for, and takes action required to carry out his/her responsibilities.							
8. Oversees planning and evaluation of curriculum and instruction.							
9. Communicates vision/mission to school personnel.							
Comments: _____							

