

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– NOVEMBER 4, 2015  
DURHAM COMMUNITY SCHOOL– CAFETERIA  
6:30 P.M. REGULAR SESSION  
AGENDA**

- I. The meeting was called to order at \_\_\_\_\_ p.m.
- II. Attendance:
- |                          |                          |
|--------------------------|--------------------------|
| ____ Kathryn Brown       | ____ Beth Parker         |
| ____ Candace deCsipkes   | ____ Brian Pike          |
| ____ Freeport Vacant TBD | ____ Michelle Ritcheson  |
| ____ Naomi Ledbetter     | ____ Lindsay Sterling    |
| ____ Freeport Vacant TBD | ____ Valeria Steverlynck |
|                          | ____ Freeport Vacant TBD |
- III. Pledge of Allegiance:
- IV. Adjustments to the Agenda:
- V. Good News & Recognition: Nick Lyons – MAHPERD Teacher of the Year
- VI. Special Presentation:  
A. Will Pidden – Accountable Talk and Shared Thinking
- VII. Public Comments:
- VIII. Unfinished Business:  
A. Discussion of Maine Region Ten Technical High School Options with MSAD#75 – Peter Dawson  
B. PG&E Update – Mike Lafortune
- IX. Workshop  
A. Superintendent's Evaluation
- X. Adjournment:
- Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_



# Maine Region Ten Technical High School

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Brunswick, Maine 04011-9765

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VIII.A.

*NOTE: These minutes are not official until approved by the Cooperative Board. Such action, either to approve or amend and approve, is anticipated at the November 16, 2015 meeting.*

## MINUTES OF OCTOBER 19, 2015 BOARD MEETING

BOARD MEMBERS PRESENT: David Johnson, Brian Pike, Jeffrey Wolkens, James Grant, John Morang, Bill Konzal

BOARD MEMBERS ABSENT: Janet Connors, Brenda Clough, Dee Carrier

SUPERINTENDENTS PRESENT: Paul Perzanoski, Ed McDonough, Brad Smith

PRINCIPALS PRESENT: None

STAFF MEMBERS PRESENT: Pete Dawson, Director; Cindy Hutchins, Assistant Director; David Giroux, Automotive Technology Instructor; Ellen Turcotte, Food Trades Instructor; Joanne McMahon, Health Occupations Instructor

1. Meeting called to order at 6:42 PM by John Morang
2. Pledge of Allegiance
3. Agenda Adjustments – Director Dawson took a moment to introduce Mary Ann Wilson to the Board. Ms. Wilson will be covering for Office Manager, Kellie Gardner while she is on maternity leave.
4. **Motion: Jim Grant**  
**Second: Brian Pike**  
**Vote: Unanimous of members present**  
**To: Accept the Minutes of the September 21, 2015 Board meeting as written**
5. Public Comment  
Phil Dionne addressed the Board regarding the potential changes to the Cooperative Agreement and the discrepancy with the red line version of the Cooperative Agreement and the separate Job Description for the Director. Superintendent Perzanoski explained the pull out of the Job Description is the proposed change to Section F of the Cooperative Agreement. Mr. Dionne questioned the change from Treasurer to Secretary of the Board. Mr. Perzanoski stated the Treasurer would be a Board member. Mr. Dionne stated that had been attempted at the school's inception and had proven difficult, especially with concern to payroll. Mr. Dionne also voiced concern that the change from Director to Superintendent/Director would significantly decrease the number of candidates for the position. Mr. Perzanoski stated only a Superintendent Certification is required as the Superintendent Certification can do all administrative positions.

### Old Business:

6. Superintendent/Director Transition  
Superintendent Perzanoski stated the suggested changes to the Director's Job Description is in response to moving toward a full day Comprehensive High School. The description gives an overview of the responsibilities of a Director/Superintendent in charge of the school. The changes in duties are based on a change in title and dovetail with the changes suggested by R10 Tech Attorney, Pat Dunn.

**Discussion and action on agenda items 6 and 7 were moved to after discussion and action on agenda Item 8 to no objection.**

8. MSAD#75 Construction Project  
Chairperson Morang reminded the Board that MSAD#75 has offered to include Region Ten Tech in their new building plans. Director Dawson explained acceptance to the MSAD#75 project would mean Region Ten

would cease to be a Region and would become a Center. The Superintendents determined it is the Board's decision to make, and is in everyone's best interest to make the decision quickly.

Jim Grant stated that based on discussion of last spring, over the summer and the September meeting, there appears to be more options for programming and education if Region Ten remains separate from MSAD#75, and while the offer is appreciated, he is not in favor.

Superintendent Smith stated there is a small and quickly closing window for Region Ten to be included in the MSAD#75 plan and there is the possibility of expanding programming and changing the current model with State Funding though that option needs to be researched. The state has not promised money for a standalone Comprehensive High School, but is interested in the concept. Mr. Smith is pleased with the excitement shown by Region Ten staff regarding a standalone model but is also concerned with declining enrollment and what the current numbers mean for the future of the school.

John Morang questioned the governance change should the Board choose to be included in the MSAD#75 building project. Superintendent Smith stated changing from a Region to a Center would mean the dissolution of the Cooperative Board and the governing body would be the school district's Board of Directors. Mr. Smith said it may be possible to move toward a standalone model but remain attached to the MSAD#75 project, but that possibility would need to be discussed with Scott Brown. Superintendent Perzanoski stated it's not 100% out of the question but the chances of it happening are less than they would be should Region Ten remain separate.

John Morang questioned whether the payment would be the same with the Center model, with each district paying an assessment based on the current census. Mr. Smith said he believed it would be different in a Center model, but facts have not been gathered yet.

Mr. Grant asked if the questions of expanding programming, changing the current model, remaining a stand-alone school while still being attached to the MSAD#75 project, and payments from sending districts could be answered by the November 16, 2015 meeting.

Director Dawson presented the views of the staff. The Region Ten Tech staff understands there is a high degree of risk in moving toward a comprehensive High School, and that it is a long term vision. The staff is excited to be moving toward something new and different. Mr. Dawson stated moving toward an ideal vision should not be construed as moving away from MSAD#75. A stand-alone Comprehensive High School would provide an opportunity to fix several major flaws in the current model that a Center could not: Direct integration of academics with CTE instruction and lost educational/instruction time due to transportation. The Region Ten Tech staff believes a Comprehensive High School in Maine is an idea whose time has come, and would rather move toward the ideal rather than move into a new facility with the same flaws. Superintendent Perzanoski stated he would hate for the Board to make decisions on opportunities for students based on a facility as education is not based on the building but on the staff.

Director Dawson reiterated the difficulty in replicating the benefits of integrated academic and CTE instruction in a Center. The staff and SIT committee are working on completing visits to Integrated High Schools in Maine; Oxford Hills and Mt. Blue. Mr. Dawson is not certain there is real integration happening at these schools between academic and CTE instruction, or if the integration is the proximity of students, classrooms and lab/shop areas.

David Johnson stated he likes the idea of a new building as it opens the possibility for new programming, and agreed the change in funding and governance would be daunting, and stated the purpose of education is to meet the needs of the students. He is also mindful that adding CTE to the MSAD#75 project makes it more complicated. Mr. Johnson reiterated the need to postpone action on the subject to get more answers as the Board needs to do its due diligence, and stated that if the staff's enthusiasm is in the stand-alone Comprehensive High School model, then that may be the right decision to make.

John Morang stated the need to bring the discussion to the sending school boards to get a larger prospective.

Jeff Wolkens suggested that CTE should be offered in a high school setting as that is where enrollment is. Mr. Wolkens stated CTE instruction is essential for all students and can open more doors than academics alone.

Chairperson Morang said he is excited about the stand-alone possibility as students currently lose time commuting, and the daily commute to and from Region Ten also poses a safety risk. Also exciting is the integration of academics and CTE instruction which has been attempted multiple times but has not really happened for the students.

Superintendent Smith said neither model has happened in Maine; there has never been a switch from a Region to a Center, and there is no mechanism for a Comprehensive High School. Mr. Smith will do his best to return to the Board with specific answers at the November meeting. Mr. Grant asked if delay the vote until November would put stress in the MSAD#75 project. Mr. Smith said if the enthusiasm is greater for a stand-alone school then the Board will want to pursue that option, but a delay until November would not stress the MSAD#75 project.

**Motion: Jim Grant**

**Second: Brian Fick**

**Vote: Unanimous**

**To: Table Agenda Item 6 - Superintendent/Director Transition, Agenda Item 7 – Cooperative Agreement, and Agenda Item 8 – MSAD#75 Construction Project until the November 16, 2015 meeting.**

9. Vision for Region Ten  
Health Occupations Instructor, Joanne McMahon presented the Board with an update of the staff's work on developing a vision for Region 10's future. Due to the time constraints of the regularly scheduled staff meetings, the staff has added extra, voluntary meetings devoted to further fact finding. The staff is excited and energized about devoting time to what is best for Region Ten students. Two questions are currently at the forefront of discussion: "Considering the current building" and "What else is out there?" Additional staff members have volunteered to visit models for CTE to widen the number of staff who have had a firsthand opportunity to view models currently in use.
10. Insurance  
The total damages from the lightning strike cost \$21,537.99. Region Ten received a check in the amount of \$19,037.99 which is complete recovery of the cost less the \$2,500 deductible. The check has been deposited back into the accounts being used to cover the cost. Director Dawson thanked Head Custodian, Mike Knoff, Assistant Director Cindy Hutchins, and the insurance company for the smooth process.

#### **New Business**

11. Budget to Actual September 30, 2015  
Director Dawson reported revenues exceeding expenditures. The Director noted the low expenditure percentage in the Equipment line is due to instructors requesting the money for large pieces of equipment they expect to need during the year, but they will not spend the money on the equipment until it is absolutely necessary. Tuition and Fees will double once invoices are created and sent and those monies received.  
Chairperson Morang questioned why the transportation line was at zero. Director Dawson stated he believes that is because we buy gas for all vehicles from the Town of Brunswick and have not yet been billed, but he will check on that.
12. Committee Assignments  
The time and day of the SIT Committee has been changed to 5:00 PM the second Thursday of the month. John Morang will join the Policy Committee, Brian Fick will join the SIT Committee, Bill Konzal will join the Finance Committee.  
**Motion: Jim Gant**  
**Second: David Johnson**  
**Vote: Unanimous**  
**To: Add Janet Connors to the Finance Committee**  
Chairperson Morang said he would call Janet to let her know the Board would like to have her on the Finance Committee.
13. Committee Reports  
**Policy Committee:** The committee is presenting three policies for a first reading. The policies were reviewed by committee in the spring, but not brought to the Board. Please direct all questions and comments to Director Dawson for the Policy Committee to review at their November 12, 2015 meeting.
- First Reading: Student Attendance (JEAA)**  
Jim Grant explained the proposal being brought to the Board is the red line version. The MSMA sample is included for reference only.
- First Reading: Student Re-Entry from Juvenile Justice System (JLDBG)**  
Jim Grant explained the proposal being brought to the Board is the shorter policy, last draft date 5/14/14. The MSMA Sample Policy is included for reference only.
- First Reading: Bullying and Cyber Bullying (JICK)**  
Jim Grant explained both the 5/14/14 draft and the MSMA policies are being presented for consideration as a combination.

**SIT Committee:** The SIT Committee has changed the date of their meetings to the second Thursday of the month at 5:00 PM in an effort to broaden their membership, bringing in community members as well as a student member. The major issues addressed at the first SIT meeting were Enrollment Numbers, Vision for Region Ten Tech, and the establishment of monthly Principals meetings.

**Director Search Committee:** Superintendent Perzanoski stated he had heard from Instructor David Giroux that he, David Smith, Jason Darling and Greg Quinlan would be joining the committee from the staff. A community member from Brunswick and one from RSU No.5 have committed to serve on the committee and another is being considered for MSAD#75 who runs several programs in the district but is a resident of Brunswick. The community members are very involved with and invested in the school.

14. **Resignation**

David Smith submitted a letter of resignation for the purpose of retirement. Director Dawson voiced appreciation for a job well done with both the General Trades program and specifically with our special needs students. Superintendent Perzanoski said it is customary for the Board to take action on the letter and draft a letter on behalf of the Board.

**Motion: Jim Grant**

**Second: David Johnson**

**Vote: Unanimous**

**To: Regretfully accept the resignation for retirement of David Smith, General Trades Instructor**

15. **Director's Report**

**a. No MSBA Delegate** – No member of the Board volunteered to represent Region Ten Tech at the annual MSBA Conference and Delegate Assembly.

**b. Official October 1 Enrollment** – October 1 Enrollment reporting is disappointing with 234 students instead of the anticipated 260. The handout provided included graphs over a five year period. The graphs show two years of moderate increase to a peak and two years of decline, with a stronger decline than incline. The graph showing the percentage of students enrolled per sending school shows that even with decreasing enrollments at sending schools, Brunswick and Mt. Ararat are at their lowest percentage of enrollment in five years. Though most programs have strong enrollment, many are at their lowest point in five years with the steepest decline in Firefighting prompting a Program Review. The SIT Committee will be looking into reasons behind the decrease and ways to reverse it.

**c. Parent Conferences Report** – Instructors saw a strong turnout for conferences with approximately 60% of parents coming in for a meeting. New this year were more frequent invitations and the push to have students accompany their parents/guardians to the conference and the staff is pleased overall with student attendance.

**d. Open House** – Open House will be Thursday, November 5 from 5:00 – 7:00 PM. Board members are strongly encouraged to attend. Each program will have activities and demonstrations with many providing an item for and end of the evening raffle.

16&17. **Executive Session**

**Motion: David Johnson**

**Second: Jim Grant**

**Vote: Unanimous**

**To: Enter into Executive Session at 8:00 PM to discuss a personnel matter, pursuant to M.R.S.A. § Section 405 (6)(A) and to discuss negotiations, pursuant to M.R.S.A. § Section 405 (6)(D). Session to include Superintendents' Advisory Committee and Director.**

**Return from Executive Session at 8:10 PM with no action to be taken.**

18. **Communication**

Director Dawson told the Board that Al and Gail Ripa, founders of the Region Ten Tech Ripa Scholarship, recently gifted the school with a check for \$750 for a general fund to be used as administration sees fit to help a student in need. Recently, money from the Ripa general fund was used to help a student purchase a computer for college. The student had funded the first year of school entirely with scholarships, grants and loans, but had not planned for the extra cost of a computer. Region Ten had a computer that we refurbished and purchased for a nominal fee for the student. Director Dawson sent a letter of thanks and Mr. Grant suggested another be sent on behalf of the Board.

19. **Adjourn**

Meeting adjourned to no objection at 8:15 PM

COOPERATIVE AGREEMENT

for the

MAINE REGION TEN TECHNICAL HIGH SCHOOL

(Eastern Cumberland-Sagadahoc County)

Revised June 17, 1981 - Withdrawal of S.A.D. #62

Policy No. 101

(TO BECOME EFFECTIVE JULY 1, 1981)

Revised January 18, 2006

Revised January 21, 2009

Revised October 21, 2009

Revised September 1, 2010

Revised April 27, 2011

Revised \_\_\_\_\_, 2015

## Preamble

In accordance with the Revised Statutes of the State of Maine, Title 20-A, Chapter ~~307313, Subchapter 4, Sections 8451-8468, Section 2356-A-I,~~ and the guidelines contained in this agreement, a Cooperative Board of Directors shall be established to administer a technical education delivery system for Eastern Cumberland-Sagadahoc County, henceforth known as Maine Region Ten Technical High School and containing the school units of Regional School Unit No.75 (Bowdoin, Bowdoinham, Harpswell, and Topsham), Brunswick, and Regional School Unit No.5 (Freeport, Durham, Pownal).

## Section A: Purpose

The purpose of Maine Region Ten Technical High School shall be to deliver a program of technical education which may consist of programs at the secondary level through grade 12, and part-time or evening programs for out-of-school youth and adults, any of which must operate in accordance with Title 20-A, Chapter ~~307313, Sections 2356-A8451 to 2356-48468.~~

## Section B: Cooperative Board of Directors

The conduct of business of Maine Region Ten Technical High School shall be vested in a Cooperative Board of Directors (hereafter referred to as the Board). Representation to the Board shall comply with the "one person, one vote" principle. The number to serve on the Board from each participating administrative unit shall be determined on the basis of proportion to population. The Board shall consist of nine (9) members as follows: Brunswick shall be represented by four (4) members; R.S.U. No.75 shall be represented by three (3) members; R.S.U. No.5 shall be represented by two (2) members.

The School Board or Board of Directors of each participating administrative unit shall appoint its representatives to the Board. The method to be used by the member units to appoint their representation to the Board shall be determined by the member units' School Board or Board of Directors, except that at least one (1) member appointed to serve on the Board shall also be a voting member of the local member unit's School Board or Board of Directors. Representatives shall have a term of one (1) year. This appointment shall be carried out at the annual organizational meeting held in the respective administrative units. Said term to begin on the date of the Maine Region Ten Technical High School Board's annual organization meeting, which shall be in July, and expiring on the date of the annual organizational meeting the following year. In the event that a vacancy should occur on the Board the respective member administrative unit shall appoint another member to fill the vacancy for the unexpired term.

The superintendents of the participating administrative units shall serve as an advisory committee to the Board. ~~They shall nominate one superintendent from their number to serve as Designated Superintendent, who, subject appointment by the Board, shall perform the statutory duties of the chief administrative officer. Said Designated Superintendent shall serve for one year, appointed annually by the Board, and without salary for said duties. Said term to begin on the date of the Maine Region Ten Technical High School Board's annual organizational meeting, which shall be in July, and expiring on the date of the annual organizational meeting the~~

~~following year. The Board shall appoint the Career and Technical Education Director as the Chief Administrative Officer for the Region.~~

#### Section C: Powers and Duties of the Board

The Board shall adopt such by-laws, rules, and regulations for the calling and holding of meetings and the administration of its affairs as it deems appropriate and necessary to effectuate the purposes of this agreement.

#### Section D: Quorum and Weighted Votes

A majority of the Board shall constitute a quorum for the purpose of transacting business.

The Board will apportion 1,000 votes among all members. The ratio of the number of votes able to be cast for the Board members representing a member unit at a Board meeting in relation to the number 1,000 shall be the same ratio to the nearest whole number as the population of the member unit is in relation to the population of all units in the Region as determined by the latest Federal Decennial Census.

In a member unit served by two (2) or more Board members, the votes able to be cast by them shall be divided equally among them.

Effective July 1, 2011 through June 30, 2021:

#### Weighted Votes

<u>Unit</u>	<u>Pop.</u>	<u>Pop.%</u>	<u>Votes</u>		<u>Total Members</u>		<u>Each Member</u>
Brunswick	20,278	38.29	382.9	-	4	=	95.7
R.S.U. No.75	19,474	36.78	367.8	-	3	=	122.6
R.S.U. No.5	13,201	24.93	249.3	-	2	=	124.7
<hr/>							
	52,953	100.00	1000.0	0	9		1000.00

#### Section E: Officials of the Board

The Board shall annually elect a Chairman, Vice-Chairman and Secretary. The Career and Technical Education Director shall be the Treasurer. The Chairman of the Board shall appoint sub-committees from the membership of the Board.



The Finance Committee shall be a standing committee of the Cooperative Board. Said Committee will have four (4) members. Each participating unit shall be represented by one member on of the Finance Committee. The Treasurer of the Board shall be an ex-officio member of the Finance Committee and the Chairman shall be appointed by the Board Chairman. The Finance Chairman and at least one member of the Finance Committee shall approve all payrolls and warrants of the Board.

#### Section F: Administration

The ~~Director of Career and Technical Education~~ Director for Maine Region Ten Technical High School, and such other personnel as the Board deem necessary, ~~upon nomination by the Designated Superintendent~~ shall be elected, by a majority vote of those members of the Board present and voting. The Board, in addition, may contract for those services it deems necessary.

The ~~Director of Career and Technical Education~~ Director shall have the duties, powers, and responsibilities with respect to vocational education ~~under the direction and supervision of the Designated Superintendent of the Board~~ within the policies and guidelines established by the Board and the State Department of Educational and Cultural Services. The work year and salary of the ~~Director of Career and Technical Education~~ Director shall be set by the Board. ~~His~~ The Director's duties and responsibilities shall include:

1. Serve as the Chief Administrative Officer of the Region.
- 1.2. Administration and supervision of regional career/technical program.
- 2.3. Establishing and maintaining appropriate relationships with participating schools within the Region.
- 3.4. Preparation of the regional career/technical program budget, and approval of expenditures.
- 4.5. Coordination of Advisory Committees.
- 5.6. Scheduling technical programs.
- 6.7. Recruitment and admission of students for the regional career/technical programs.
- 7.8. Development of in-service programs for career/technical teachers.
- 8.9. Maintaining appropriate records and preparing required reports for the regional career/technical program.
- 9.10. Planning and supervision of career/technical programs for adult education.
- 10.11. Recommend on the appointment of staff for the regional career/technical program.
- 11.12. Evaluation of personnel and career/technical programs.
- 12.13. Performance of such other duties as may be required by the Board.
- 13.14. Serve as the Treasurer of the Cooperative Board.

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#### Section G: Cost Sharing-Fiscal Year-Budgets-Other Fiscal Matters

The member units represented by Maine Region Ten Technical High School shall share the cost of operation and any other debts incurred by the Board. The method of sharing cost shall be on the basis of the most recent Federal Decennial Census of member unit populations. Each member unit shall pay in proportion to its percentage of the total Maine Region Ten Technical

High School.

Effective July 1, 2011 through June 30, 2021:

Cost Sharing Formula

<u>Unit</u>	<u>Population</u>	<u>%</u>
Brunswick	20,278	38.29
R.S.U. No 75	19,474	36.78
R.S.U. No.5	13,201	24.93
Total	52,953	100.00

The fiscal year for the Board shall be July 1 through June 30.

The annual budget shall be prepared by the Board prior to the earliest date of budget formulation of a member administrative unit.

When the budget of the Board has been tentatively approved by a majority vote of those members present and voting, each of the member administrative units and the Board shall act on said budget according to the procedures set forth by statutory regulations.

The Board may accept and expend monies other than those funds raised by member administrative units. The Board further shall have the authority to secure temporary loans for the operation of technical programs in anticipation of payments from participating units.

Section H: Amendments

The Cooperative Board, in conjunction with the Superintendents Advisory Committee, shall annually review the Cooperative Agreement. Any changes or amendments to the agreement, after advice from the Superintendents Advisory Committee, and ratification by a majority vote of all the School Committees or Board of Directors of the administrative units in Region Ten, shall amend the agreement by a majority vote of the Cooperative Board.

The procedure for amending Cooperative Agreement is as follows:

- The Board will mail the recommended change in the Cooperative Agreement to the Chairman of each administrative unit accompanied with the reasons for the suggested amendment(s).
- The administrative unit shall meet within thirty (30) days of the receipt of the recommended change and vote on the proposal.
- The Chairman of the administrative unit shall certify in writing to the Board whether the vote for amending the Cooperative Agreement was in the positive or the negative.
- The Board, at its next regular meeting, shall tabulate the results and determine if the Cooperative Agreement shall be amended. Any change or amendment must not be in violation of any existing statute of the State of Maine or regulation of the State Board of Education and Cultural Services.

#### BY-LAWS

1. REGULAR BOARD MEETINGS — Regular meetings of the Board shall be held on the third Wednesday of each month, or if such day is a legal holiday, on the following day or when the board authorizes a postponement.

Meetings shall be held at a time and place designated by the Chairperson. The election of officers will be on the agenda for the July meeting.

2. SPECIAL MEETINGS — Special meetings may be called at any time by the Chairperson or Director or by joint action of any five Board members. Written notice, when practical, shall be given each Board member at least four (4) days in advance of such meeting.
3. QUORUM — Five (5) members shall constitute a quorum for the transaction of business.
4. SUB-COMMITTEES — Sub-Committees may be appointed by the Chairperson to study certain matters. Sub-Committees shall be ad-hoc and advisory in nature. The Director shall serve as Secretary to all sub-committees.
5. AGENDA — The agenda shall be distributed by the Director to Board members at least four (4) days prior to the regular meeting.

Cooperative Board members may have items on the printed agenda by contacting either the Chairperson of the Cooperative Board or the Director five (5) days prior to the scheduled meeting.

Non agenda items may be introduced as agenda adjustments. The Cooperative Board may consider introduced items, or defer to future Board meetings, but may only consider items for immediate action by majority vote of members present.

6. EXECUTIVE SESSION — a majority vote of the Board is required for executive session. No official action shall be taken in executive session. Executive session will comply with State Statutes.
7. MINUTES OF MEETING — Minutes consisting of a complete and accurate summary of each Board meeting and its actions shall be the responsibility of the Secretary and may be maintained by the Director. A copy of the minutes of each regular and special meeting shall be distributed to each Board member as soon as possible. The Superintendents' Advisory Committee will receive a copy of said minutes. At the next regular meeting, The Board shall approve the minutes after it has been established that there are no errors or omissions.

Maine Region Ten Technical High School currently uses a digital recorder, which is erased by the recording of the next monthly meeting upon hard copy approval of the minutes of the Cooperative Board. A hard copy of the approved minutes is kept on permanent file.

Minutes of all meeting are open to public discussion.

8. PROCEDURES — In matters not covered by these by-laws, or other policies of the Board, the Chairperson shall have the authority to determine procedures.

#### ALTERATION OR AMENDMENTS TO BY-LAWS

These by-laws may be changed by a majority vote of the Board members present at a regular meeting, providing the proposed change has been presented to the members in writing, at least thirty (30) days prior to the meeting.

REVISED ~~11-19-08~~ \_\_\_\_\_, 2015

**Professional Growth & Evaluation Committee**  
**October 29, 2015**

Attendees: Mike Lafortune, Will Pidden, Liza Moore, Candy Descipkes, Gayle Wolotsky, Hank Ogilby, Beth Willhoite, Nancy Drolet, Jessica Sturges, Ed McDonough

- Goal setting/Observation feedback:
  - Can be hard to give feedback within 24 hours, but great when teachers ask admin
  - Trying to do a cycle a month
  - Hard to get the specialists done, especially traveling, but also those who don't fit into a teaching model (nurses, social workers)
  - Admins: could use a post-it note to let teacher know they were observed and to follow-up
  - Some teachers feel like there is less dialogue and more evaluation from the observations
    - more formative, asking questions about instruction and answering them, what came before that and after it
    - administrators were taught to avoid 'I' statements (ex. I thought that... I liked...)
    - administrators were taught to keep it instructive and informative
    - what administrator statements/approach will best promote trust with the educator and insure that the dialogue is open and purposeful to both parties
    - there were questions about the balance between "professional growth" and "evaluation" in the dialogue/portfolio process
    - As per the report from the "Marshall Team", the success of the mini-observations relies upon positive relationships between the educator and the administrator
  - Asked to bring back to B team (administrators) to recalibrate on the observations

**SLO Pilot - Jessica**

- The team has been meeting and working through the Classroom Assessment and Student Learning Book. Members of the team have a h/w assignment and are working together to develop shared understanding of assessments.
- Each member of the team will administer a SLO this year.
- Getting to know the students in your class before administering a SLO seems to be a key component.
- There have been discussions about current assessments and will they serve as SLO.

**Saco meeting group - Mike/Beth**

- Have SLO as teams

- Student surveys are important - work by Ron Ferguson
  - Teacher shares the survey data with colleague or if wanted with an admin
  - Survey data helps with goal setting for the next year
- Mini-observations are to help drive improving instruction

#### Administrator Evaluations - Teacher Feedback

- Whose feedback is it? For what purpose?
- We need to be thoughtful of the questions we ask
- One administrator agreed to pilot this
- Teachers need to know where the evaluations are coming from and who is using it

#### Process for Feedback for Role-Specific Rubrics

- How do the specialized roles provide feedback from their possible rubrics?
- Does this group review the suggested rubrics?
- Social workers, nurses, etc.
- The Marshall rubrics might work for specialists (art, PE, etc.), but with some taken out - need to get feedback from the specialists on what is appropriate
- Specialized rubrics submitted to this committee by our meeting?
- Spec. Ed - Mike/Candy
- Library - Gayle - MLS, MSS, PES, DCS - Hank - FHS, FMS
- Guidance - Will
- Sp & Lang - Mike/Candy
- OT - Mike/Candy
- PT - Mike/Candy
- Nurse - Beth/Nancy
- Lit and math strategist - Lisa Demick
- Tech Integrator - Liza
- Social worker - Mike/Candy

This year's meeting:

January 14

3:30-5:00

Mast Landing School

March 17

3:30-5:00

Mast Landing School

May 19

3:30-5:00

Mast Landing School

IX A. SB  
11/4/13

# **SUPERINTENDENT EVALUATION**

*A Guide for  
School Boards*



**June 2014**



Dear school board member:

Congratulations! Opening this workbook shows you're taking a most important job very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Board Development and Policy Services experts that not only makes your job *easier*, but also ensures that your schools have the qualified, progressive leadership they *deserve*.

This guide will also help you establish and clarify the roles and responsibilities within the superintendent-board team.

OSBA's Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on student achievement. Because the public demands increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach to evaluation is designed to enhance student achievement.

We are here whenever you need assistance.

A handwritten signature in black ink that reads "Betsy Miller-Jones". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Betsy Miller-Jones  
OSBA Executive Director





# *Superintendent Evaluation Overview*

Selecting and evaluating the superintendent is one of the school board's most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, clarifies roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four core board governing roles:

- Vision: What does success look like?
- Structure: Developing a clear written evaluation plan and timeline.
- Accountability: Measuring the superintendent's performance.
- Advocacy: Communicating progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents are aware, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

Most boards find themselves asking questions such as these:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three-part evaluation tool that can help answer these questions and serve as the foundation upon which school boards can build their own evaluation process and documents.

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## *What should we evaluate?*

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the school board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the district's policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.



The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. The evaluation process keeps school boards informed about district activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community. So where do we begin?

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### ***Three-Part Evaluation Tool***

OSBA has developed a three-part tool for evaluating superintendents. Part 1 is based on Standards for School Leaders established by the Interstate School Leaders Licensure Consortium (ISLLC) and augmented by standards jointly developed by the American Association of School Administrators and the National School Boards Association. Part 2 evaluates progress towards the goals established by the board and superintendent at the beginning of the evaluation cycle. Both Parts 1 and 2 are designed to be filled out by individual board members. Board members meet in executive session to discuss their input and come to a board position on each item evaluated. A report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board. Part 3 consists of a 360-degree evaluation of the superintendent by members of the community and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of staff and community concerns that might not otherwise surface in Parts 1 or 2. The 360-degree evaluation may also be used by the board to inform them in preparing their final evaluation. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

Parts 1, 2 and 3 are independent of each other and may be used separately or in combination.

#### ***Part 1: Performance Standards***

Oregon has adopted Standards for School Leaders established by ISLLC for principals and other district administrators. While ORS 342.815 specifically exempts the superintendent, deputy superintendent or assistant superintendent from the legally required evaluation process, these standards provide a baseline understanding of the superintendent's performance.

OSBA recommends the ISLLC standards augmented by professional standards developed by the American Association of School Administrators (AASA) with the National School Boards Association (NSBA). These standards serve as the foundation of the performance standards section of the OSBA Superintendent Evaluation Form.



In addition to indicators for each standard, rubrics are provided as a performance scoring guide.

### ***Part 2: Superintendent's Goals***

Each year, the board and superintendent or district's administrative team should meet to develop a clear set of goals for the organization for the coming year. The superintendent then prepares an action plan defining the means to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

### ***Part 3: 360-degree Evaluation***

A 360-degree evaluation allows the board and superintendent to request more subjective information from direct reports, union leadership, and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

It is important that everyone understand that the 360-degree evaluation provides additional information to the board but it is not "the" evaluation. The board is responsible for determining the final evaluation.

### ***Superintendent Self-Evaluation***

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The superintendent's self-evaluation should be presented to the board by the superintendent before the board members fill out their individual worksheets.

This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

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## ***Compiling Results***

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members.

Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.



## ***How can we do it objectively and fairly?***

It is the responsibility of the school board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part. Remember that board members are elected to make those judgments. Parts 1 and 2 of this workbook are designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent and board to receive additional input from individuals in what may be a more subjective manner.

### ***Documentation***

The forms in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach.

### ***Performance Ratings***

A wide variety of scoring scales can be used with this evaluation form. The scale that appears on the form is the common numerical scale that corresponds to letter grades. Part 1 of the form includes a list of performance indicators for each standard. Board members should not rate indicators but, rather, consider indicators in determining the overall rating for that performance standard.

### ***Written Comments***

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

### ***Public Meetings Law***

A governing body such as a school board, ESD board or community college board may hold an *executive session* to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an *open session*. ORS 192.660(2)(i). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

There is no longer a requirement that "standards, criteria and policy directives to be used in evaluating the chief executive officer" must



be adopted in a public meeting in which there is an opportunity for public comment.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

### ***Evaluation Conferences***

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summary evaluation conference. It is recommended that the superintendent fill out a self-evaluation of Parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent's report of his or her self-evaluation, as well as the 360-degree evaluation report.

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## ***When should the superintendent's evaluation take place?***

### ***Pre-Evaluation***

Before the new school year begins, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring or summer. Planning retreats must be held within a district's geographic boundaries.

If possible, set goals before the budget process begins. Setting goals early allows the incorporation of district goals into budget planning, staffing and professional development for the coming year.

### ***Contract Extension***

Pursuant to state law, superintendents must be given notice of whether their contract will be extended by March 15. However, this process does not seem to match what most districts have, which is two- to three-year contracts. As a result, the most common practice is to include notice of non-renewal pursuant to the law within the contract itself. It is important as you review your superintendent's performance to double-check the language in the contract to ensure that the necessary notice of non-renewal is included. Provided the non-renewal notice is included, the board need only affirmatively act regarding the superintendent's contract if they intend to extend the term, or issue a new contract. This is also a good time to look to see if the superintendent's contract has any specified criteria regarding evaluation that must be followed by the board. If you have questions on the terms of



the superintendent's contract we advise that you consult with legal counsel.

### ***Evaluation Results***

The evaluation should result in steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the district's goals.

### ***Evaluation Conclusion***

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the district informed.

### ***Communication***

The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

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## ***How should we evaluate a superintendent/principal?***

In 2011, the Oregon Legislature passed SB 290 which directed the State Board of Education, in consultation with the Teacher Standards and Practices Commission, to "adopt statewide core teaching standards to improve student academic growth and learning by assisting school districts in determining the effectiveness of teachers and administrators and improving professional development and classroom and administrative practices."

**ORS 342.856 (4)** A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district.

The Oregon Department of Education (ODE) has issued a guidance document (<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf>) which defined an administrator as "any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

ODE also addressed the dual superintendent and principal roles (<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf>).



***How will individuals filling the dual roles of superintendent and principal be evaluated?***

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.



## *Timeline*

<i>Timeline</i>	<i>Action</i>
July-August	1. Superintendent and board set goals for the upcoming year. 2. Superintendent and board clarify vision and mission and update long-range plans for the district.
No later than the completion of previous evaluation cycle.	3. Board and superintendent review superintendent job description and the evaluation process, forms and timelines to be used next year.
January	4. Superintendent reports interim progress on district goals to the board.
February	5. Superintendent decides to use the 360-degree evaluation, prepares questions, selects individuals to participate, distributes the forms, collects and collates the results to be shared with the board. 6. Board members complete Parts 1 and 2 of the superintendent evaluation form. 7. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the superintendent.
By March 15 or date specified in contract.	8. Superintendent completes a self-assessment of the evaluation forms parts 1 and 2. 9. Board and superintendent meet to discuss and clarify the results of the evaluation documents. Changes to the evaluation may be made as a result of the discussions. Evaluation meetings may be held in executive session. ORS 192.660(2)(i).
As soon as evaluation is complete.	10. A copy of the final written evaluation form is placed in the superintendent's personnel folder. 11. The results of the evaluation and progress on district goals are shared with the community. 12. Return to the beginning of the cycle.





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## ***Evaluation Forms***

### ***Part 1: Performance Standards***

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#### ***Instructions***

1. Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all nine of the performance standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Please return your completed forms to the board chair or designated board member for compilation. The designated board member or chair will compile the results on a preliminary summary evaluation form.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.



## **Standard 1: VISIONARY LEADERSHIP**

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

### **Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Little or no evidence exists of a district vision implemented in the work of the school. Actions, staffing and resources have little connection to a vision. It is difficult to know what the school stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.  Is engaged in learning and occasionally incorporates new ideas to support the vision.	Articulates the vision of the school in writing and speech.  Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.  Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.  The school vision is focused on student learning.	Articulates a clear and coherent vision for the school through words and actions.  Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.  Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.  The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.



## **Standard 2: POLICY AND GOVERNANCE**

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Not engaged in work related to policies nor enforces district policies. Behavior indicates a lack of value in a healthy working relationship with the board. Does not engage the board in the work of advancing organizational goals.	Engages minimally in policy work. Unevenly or inequitably enforces policies. Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board. Unevenly engages the board in the work of advancing organizational goals.	Fully engaged in policy work. Appropriately and equitably enforces policies. Demonstrates reasonable value of a healthy working relationship with the board. Effectively engages the board in the work of advancing organizational goals.	Develops an exemplary system of policy consideration and revision. The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals.



## **Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS**

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Ineffective in communication with staff, parents and students. Staff and students feel undermined by the lack of leadership in the school. Not aware of the undercurrents with staff or the school environment.	Advocates for some students and families. Stakeholders frequently feel out-of-the-loop. Many staff members do not feel positive about district leadership. Staff and students do not feel stimulated to do their best work.	Keeps staff, students and parents informed on a regular basis. Communication with individuals and groups is seen as clear and effective. The majority of staff and students identify positively with district leadership. Works as a member of a district team to positively influence education decisions.	Communicates key information to all stakeholders in an appropriate and timely manner. Alert to potential issues; predicts and shares possibilities with school board in advance. Constituent groups report a positive relationship with district leadership. Has influence in the school, district and beyond in supporting student learning.



## ***Standard 4: EFFECTIVE MANAGEMENT***

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership; and
- 4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Management of the operations of the district is poor or non-existent. The district is disorderly, disorganized and there is a feeling that the district is "out-of-control." Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the district's priorities and budget category limits are not always followed.	Establishes a clear set of operating procedures for effective operation of the district. Discipline of students is handled fairly and consequences are used to maximize student learning. Students and staff are held accountable for their performance and conduct. The annual budget is adhered to with only approved variances.	Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. Students and staff hold each other accountable for high quality performance. Develops and manages a budget that maximizes the learning goals of the school. Supportive partnerships are developed and managed to enhance learning experiences.



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## ***Standard 5: CURRICULUM PLANNING/ DEVELOPMENT***

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

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### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

*Continued*



Ineffective	Developing	Effective	Accomplished
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.</p> <p>Establishes personalized learning systems, unique to every student.</p>



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## ***Standard 6: INSTRUCTIONAL LEADERSHIP***

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

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### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- 6.2 Creates a comprehensive, rigorous and coherent curricular program;
- 6.3 Creates a personalized and motivating learning environment for students;
- 6.4 Supervises and supports instruction;
- 6.5 Develops assessment and accountability systems to monitor student progress;
- 6.6 Develops the instructional and leadership capacity of staff;
- 6.7 Maximizes time spent on instruction;
- 6.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- 6.9 Monitors and evaluates the impact of instruction.

*Continued*





Ineffective	Developing	Effective	Accomplished
<p>A shared understanding of instruction is not evident in the district.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A year-long plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Participates in professional development based on feedback and student performance data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</p> <p>Teachers are observed and given face-to-face feedback based on the observation.</p>	<p>Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.</p> <p>Uses data about teaching practice to guide specific improvement efforts.</p>



## **Standard 7: RESOURCE MANAGEMENT**

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students.  Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.  Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe.  Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe.  Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.  Clear and transparent systems of financial control and accountability are universally followed.



## **Standard 8: ETHICAL LEADERSHIP**

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

### **Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 8.1 Ensures a system of accountability for every student's academic and social success;
- 8.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- 8.3 Safeguards the values of democracy, equity and diversity;
- 8.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Actions and intention are not always grounded in shared district values. Has demonstrated inconsistent or unethical behavior and does not always stand by their word. Is not self-aware and does not reflect on their practice.	Actions and intentions are not always clear and transparent. Fairness to staff and students is frequently raised as an issue. Reflects on practice but does not always implement changes from that learning.	Treats students and staff fairly and shows respect at all times. Is grounded in shared district values for how to do the work of leadership and learning. Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. Demonstrates self-awareness and uses reflection to improve practice.	Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.



## **Standard 9: LABOR RELATIONS**

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

9.1 Develops bargaining strategies based upon collective bargaining laws and processes;

9.2 Identifies contract language issues and proposes modifications;

9.3 Participates in the collective bargaining processes as determined by the board;

9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Accomplished</b>
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.



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## *Evaluation Forms*

### *Part 3: 360-degree Evaluation*

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#### ***Instructions for Board and Superintendent***

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The 360-degree evaluation is a superintendent-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent information he or she might not receive from board members.

Suggested evaluators in addition to school board members: teachers, administrators, parents, support staff, other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

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#### ***Steps for the superintendent:***

**Step 1:** Identify and define the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal #\_\_ for the superintendent and district is (fill in goal). How has the superintendent done in leading the school district toward reaching this goal?
2. What is working well with regard to the superintendent's role in our district? Please list specific examples.
3. What areas offer room for improvement? Please list specific examples.
4. Has the superintendent effectively communicated with members of the community this year?
5. Are community expectations of the superintendent being met?

**Step 2:** Select the evaluation respondents. The evaluators should represent all constituent groups: administrators, teachers, staff members, school board members, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

*Continued*



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**Step 3:** Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

**Step 4:** Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board.

**Step 5:** Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

**RSU5 SCHOOL DEPARTMENT**

**TITLE:** Superintendent of Schools

**QUALIFICATIONS:**

1. Maine Department of Education certification as Superintendent of Schools (#010).
2. Three years as central office administrator and strong elementary and/or secondary school administrator experience preferred.
3. Such additions or alternatives as the Board of Directors finds appropriate and acceptable.

**REPORTS TO:** Board of Directors

**JOB GOAL:** To provide leadership in developing and maintaining the best possible educational programs and services for the students of our school system. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

**RESPONSIBILITIES:**

**A. Communication—Able to communicate clearly with staff, parents, students and community, both verbally and in writing.**

1. Keeps the public informed of the status of the schools.
2. Conducts meetings of administrators, teachers and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools.
3. Communicates to all staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board.
4. Confers as appropriate with professional and lay groups concerning the school program and transmits suggestions to the Board and others, as appropriate.

**B. Community Relations—Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.**

1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, effecting a wholesome and cooperative working relationship between the schools and the community.
2. Communicates with and understands the needs and perspectives of various community groups.

3. Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised.
4. Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.

**C. Curriculum—Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12.**

1. Administers the development and maintenance of educational programs designed to meet the needs of the community and to carry out the policies of the Board.
2. Conducts reviews of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
3. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
4. Oversees timely revisions of curriculum and courses of study.

**D. School/Community Involvement—Visible in the schools, aware of current issues and activities in the schools, and shows an interest in community affairs.**

1. Visits schools and classrooms as appropriate. Attends a reasonable number of student/staff events.
2. Seeks to stay informed about issues and activities in the schools.
3. Has a reasonable level of knowledge of administrators, staff, and students.
4. Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction.

**E. Leadership—Able to motivate, lead, guide and direct people. Committed to implementing the Mission and Vision Statement of the school system.**

1. Facilitates the development of and implements a collaborative educational vision and assists the Board in setting priorities for the school system.
2. Serves as the educational leader of the school system. Performs job responsibilities using the Mission and Vision Statement as a guide.
3. Communicates the educational vision and priorities effectively to staff, students, and community.
4. Attend conventions and conferences to keep abreast of latest educational trends.
5. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.

**F. Organizational Management—Uses a systematic approach to managing and improving the schools. Excellent organizational skills, working knowledge of school law, and proven ability to resolve organizational conflicts.**



1. Administers, as chief school executive, the development, maintenance, and improvement of the educational program.
2. Maintains, directly or through delegation, such personnel records, pupil accounting records, business records and other records as required by law and/or Board policy.
3. Files, or causes to be filed, all reports required by state or federal laws/regulations.
4. Advises the Board of the need for new and revised policies, and ensures that all policies of the Board are implemented.
5. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by Board policy. Reports such emergency actions to the Board and recommends policy for future guidance.
6. Develops and implements rules and procedures for staff and students as necessary to comply with Board policies, and state and federal laws/regulations.
7. Delegates to other staff, at own discretion, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.
8. Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration of the instructional program. Implements Board policies and state laws/regulations for the promotion, retention and acceleration of students.
9. Makes recommendations to the Board concerning the transportation of students in accordance with Board policies, state laws/regulations, and student safety considerations.

**G. Personnel Management—Excellent people skills. Ability to recruit and retain high quality staff. Strong personnel management practices and understanding of collective bargaining issues.**

1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.
2. Nominates to the Board for employment the most qualified and competent teachers and administrators.
3. Employs the most qualified and competent support staff.
4. Develops job descriptions for all staff, subject to Board review and approval.
5. Assigns and transfers employees as the interests of the school system require, and reports such actions to the Board for information and record.
6. Participates, as deemed appropriate by the Board, in negotiations with recognized employee bargaining units.

7. Handles employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations.
8. Establishes and implements personnel policies and procedures for non-union staff.
9. Ensures that the Board complies with meet and consult requirements on educational policy issues.
10. Establishes personnel procedures that provide information that may be used to advance the quality of the school system, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.

**H. School Facility Management—Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.**

1. Makes recommendations to the Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriates for sites and buildings; and improvements, alterations and changes in buildings and equipment.
2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.
3. Includes maintenance and other facilities/equipment needs in budget planning.
4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.
5. Recommends to the Board sales of surplus property no longer needed and authorizes the proper execution of such sales.

**I. School Finance/Budgeting—Strong working knowledge of school finance, including budget development and management. Ability to effectively communicate with the Board, staff, community and local municipal officials. Clear understanding of federal, state, and local funding issues.**

1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.
2. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.
3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
4. Clearly explains proposed budgets, needs and priorities to the Board, community and local municipal officials.
5. Conducts all financial operations and purchasing within Board policies and applicable state/federal laws/regulations.

6. Maintains appropriate financial accounts and ensures that audits are performed on an annual basis.
7. Provides prior notice to the Board when there is a need to depart from Board policy in any financial matter.

**J. School Improvement—Commitment to supervise and evaluate school programs in the spirit of continuous improvement; understanding of educational practices, research, and national/state/local initiatives, and Common Core Standards; and ability to frame issues for discussion, reach timely decisions, and implement change.**

1. Develops, implements, and monitors the change process to improve the educational program.
2. Is familiar with current research and educational issues.
3. Involves the staff and community in plans to improve the educational program.
4. Ensures that there is a comprehensive system of student assessment in place.
5. Informs and advises the Board about educational programs and instructional practices in the schools.
6. Communicates effectively with staff, students and the community about educational trends, curriculum needs and instructional programs.
7. Ensures that the educational program complies with Board policies and applicable state and federal laws/regulations.
8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.

**K. Staff Development—Committed to and fosters continuous staff improvement. Emphasizes both system-wide and individual development.**

1. Fosters an environment that encourages continuous learning and improvement on the part of school staff.
2. Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the Board, administration and staff.
3. Provides reasonable opportunities for staff to participate in conferences, visitations and coursework within the framework of the school system's budget.
4. Ensures that all staff are involved in the school system's staff development opportunities.
5. Informs the Board of staff development priorities, needs, and activities.

**L. Superintendent/Board Relations—Understands that the Superintendent is responsible for management of the schools under the Board's policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.**

1. Supervises and ensures compliance with all laws, regulations and Board policies.
2. Keeps the Board informed about programs, activities, accomplishments, problems, and needs of the schools.
3. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects.
4. Schedules and attends meetings of the Board.
5. Serves as Secretary to the Board as required by law.
6. Serves as an ex officio member of all school system/Board committees, attending meetings as specified by the Board.
7. Advises and recommends action by the Board as appropriate concerning student and staff disciplinary issues.
8. Assists the Board in developing annual and long-range goals for the school system.
9. Represents the school system with the media and other groups as deemed appropriate by the Board.
10. Performs such other tasks as may be assigned by the Board.

**M. Supervision/Evaluation—Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.**

1. Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies and with appropriate input from administration and staff.
2. Oversees methods of teaching, supervision, evaluation and administration in the schools.
3. Disciplines employees as necessary and reports such actions to the Board as appropriate.
4. Recommends salary changes or dismissal/nonrenewal of administrators and teachers to the Board for final action.

**WORK YEAR:** Twelve-month year. Salary and benefits to be established by the Board of Directors.

**EVALUATION:** Performance of the job will be evaluated in accordance with provisions of the Board's policy on evaluation – *Evaluation of the Superintendent*.

**N.B.:** The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description all work requirements that may be inherent in the job, either at present or in the future.

Effective: July, 2015

RSU No. 5  
Durham-Freeport-Pownal  
17 West Street  
Freeport, ME 04032

SB  
11/4/15

**EVALUATION – SUPERINTENDENT OF SCHOOLS**

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**A. Job Goal**

To provide leadership in developing and maintaining the best possible educational programs and services for the students of our school system. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

**B. Purpose of Evaluation**

The purpose of the evaluation of the Superintendent is to:

- 1) Protect the employer.
- 2) Honor the employee's rights to feedback, a record of job performance and a complete file of a job history.
- 3) Assess the effectiveness of the Superintendent in accomplishing assigned and statutory responsibilities.
- 4) Provide a forum for the free exchange of issues on job performance between the Superintendent and the Board of Directors.

Open communications and mutual understanding of expectations are essential between the Superintendent and the Board of Directors to achieve and maintain a successful school system for RSU No. 5 (Durham, Freeport and Pownal).

The evaluation is intended to be a professional growth tool. It should take into consideration annual goals and overall responsibilities established by the job description, state laws, Department of Education rules and local policies.

**C. Performance Responsibilities and Criteria**

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories (listed in alphabetic order):

- 1) Communication; 2) Community Relations; 3) Curriculum; 4) School/Community Involvement; 5) Leadership; 6) Organizational Management; 7) Personnel Management; 8) School Facility Management; 9) School Finance/Budgeting; 10) School Improvement; 11) Staff Development; 12) Superintendent/Board Relations; and 13) Supervision/Evaluation.

**D. Process of Evaluation**

The evaluation of the RSU No. 5 Superintendent shall be on a September 1 to August 31 basis, culminating in the annual formal evaluation of the Superintendent by the end of August.

- 1) In September of each year the Superintendent will present proposed goals and objectives to the Board of Directors. The Superintendent and the Board of Directors will then mutually establish and tentatively prioritize the goals and objectives of the Superintendent for the school year beginning in September.
- 2) The Board of Directors may elect to conduct an interim review of programs on the goals and objectives in December.
- 3) In August of the evaluation year, the Superintendent shall provide each Board member a set of the goals and objectives set the preceding September, along with a report giving the Superintendent's assessment of work done to accomplish those goals and objectives. The Superintendent at this time may provide to the Board members a self-evaluation form chosen by the Superintendent.
- 4) The "Evaluation Form for the Superintendent of Schools" will be available electronically to each Board member.
- 5) No later than two weeks before the August evaluation meeting of the Board with the Superintendent Board members will have completed the electronic evaluation so that the ratings may be compiled for distribution to the Superintendent and back to Board members not less than three (3) days before the evaluation meeting. All comments shall also be included.
- 6) The Superintendent's evaluation meeting shall be conducted in August of each year for rating performance during the immediately preceding year. The evaluation session shall be conducted in executive session, and the Superintendent and Board members shall be given full opportunity to discuss the observations and conclusions that are made on the evaluation forms. All documents associated with the evaluation are confidential materials.

(NOTE: The purpose of establishing specific employment goals and objectives is intended to assist the Superintendent and Board in establishing priorities for action. Failure to accomplish particular goals and/or objectives may not reflect negatively on a Superintendent's performance particularly where events may have superseded any given goal or objective.)

## EVALUATION OF THE SUPERINTENDENT

### RSU No. 5

Directions: The following tasks are contained in the Superintendent's job description. Please rate each one by circling the numerical descriptor that, in your opinion, most aptly describes the Superintendent's performance during this rating period. DK (Don't Know) should be used for areas in which you do not have enough information to rate the Superintendent's performance. A space is provided at the end of each major area of responsibility for comments with an area for general comments at the end.

#### **A. Communication: Communicates clearly with staff, parents, students, and community, both verbally and in writing.**

The Superintendent:

1. Keeps the public informed of the status of the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

2. Conducts meetings of administrators, teachers and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

3. Communicates to all staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

4. Confers as appropriate with professional and lay groups concerning the school programs and transmits suggestions to the Board and others, as appropriate.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

**Comments:**

**B. Community Relations – Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.**

The Superintendent:

1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, effecting a wholesome and cooperative working relationship between the schools and the community.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

2. Communicates with and understands the needs and perspectives of various community groups.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

3. Attends, or delegates a representative to attend meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised as the Board deems appropriate.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

4. Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

**Comments:**



**C. Curriculum – Commits to leading the effort to define and deliver an effective, consistent curriculum K-12.**

The Superintendent:

1. Administers the development and maintenance of educational programs designed to met the needs of the community and to carry out the policies of the Board.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

2. Conducts review of the total school program, and advises the Board on recommendations for the educational advancement of the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

3. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

4. Oversees timely revisions of curriculum and courses of study.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

**Comments:**

**D. School/Community Involvement – Is visible in the schools, aware of current issues and activities in the schools, and shows an interest in community affairs.**

The Superintendent:

1. Visits schools and classrooms as appropriate. Attends a reasonable number of student/staff events.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

2. Seeks to stay informed about issues and activities in the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

3. Has a reasonable level of knowledge of administrators, staff, and students.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

4. Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

**Comments:**

**E. Leadership – Motivates, leads, guides and directs people. Commits to implementing the Mission and Vision Statement of the school system and Maine’s Learning Results.**

The Superintendent:

1. Facilitates the development of and implements a collaborative educational vision and assists the Board in setting priorities for the school system.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Serves as the educational leader of the school system; performs job responsibilities using the Mission and Vision statement and Maine’s Learning Results as a guide.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Communicates the educational vision and priorities effectively to staff, students and community.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Attends conventions and conferences to keep abreast of latest educational trends, as the Board deem appropriate.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

5. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

**Comments:**

**F. Organizational Management – Uses a systematic approach to managing and improving the schools, has excellent organizational skills, a working knowledge of school law, and a proven ability to resolve organizational conflicts.**

The Superintendent:

1. Administers, as chief school executive, the development, maintenance, and improvement of the educational program.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

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

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

3. Files, or causes to be filed, all reports required by state or federal laws/regulations.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

4. Advises the Board of the need for new and revised policies, and ensures that all policies of the Board are implemented.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

5. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by Board policy. Reports such emergency actions to the Board and recommends policy for future guidance.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

6. Develops and implements rules and procedures for staff and students as necessary to comply with Board policies, and state and federal laws/regulations.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

7. Delegates to other staff, at own discretion, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

8. Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration of the instructional program. Implements Board policies and state laws/regulations for the promotion, retention and acceleration of students.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

9. Makes recommendations to the Board concerning the transportation of students in accordance with Board policies, state laws/regulations, and student safety considerations.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

**Comments:**

**G. Personnel Management – Has excellent people skills, the ability to recruit and retain high quality staff, strong personnel management practices and an understanding of collective bargaining issues.**

The Superintendent:

1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Nominates to the Board for employment the most qualified and competent teachers and administrators.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Develops job descriptions for all staff, subject to Board review and approval.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Participates, as deemed appropriate by the Board, in negotiations with recognized employee bargaining units.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

5. Handles employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

6. Establishes and implements personnel policies and procedures for non-union staff.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

7. Ensures that the Board complies with meet and consult requirements on educational policy issues.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

**Comments:**

**H. School Facility Management – Has a good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.**

The Superintendent:

1. Makes recommendations to the Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriates for sites and buildings; and improvements, alterations and changes in buildings and equipment.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Includes maintenance and other facilities/equipment needs in budget planning.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

5. Recommends to the Board sales of surplus property no longer needed and authorizes the proper execution of such sales.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

**Comments:**

**I. School Finance/Budgeting – Has a strong working knowledge of school finance, including budget development and management, the ability to effectively communicate with the Board, staff, community and local municipal officials, and a clear understanding of federal, state, and local funding issues.**

The Superintendent:

1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

2. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

4. Clearly explains proposed budgets, need and priorities to the Board, community and local municipal officials.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

5. Conducts all financial operations and purchasing within Board policies and applicable state/federal laws/regulations

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

6. Maintains appropriate financial accounts and ensures that audits are performed on an annual basis.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

7. Provides prior notice to the Board when there is need to depart from Board policy in any financial matter.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

---

**Comments:**



**J. School Improvement – Has a commitment to supervise and evaluate school programs in the spirit of continuous improvement, an understanding of educational practices, research, and national/state/local initiatives, including Maine’s Learning Results, and the ability to frame issues for discussion, reach timely decisions, and implement change.**

The Superintendent:

1. Develops, implements, and monitors the change process to improve the educational program.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Is familiar with current research and educational issues.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Involves the staff and community in plans to improve the educational program.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Ensures that there is a comprehensive system of student assessment in place.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

5. Informs and advises the Board about educational programs and instructional practices in the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

6. Communicates effectively with staff, students and the community about educational trends, curriculum needs and instructional programs.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

7. Ensures that the educational program complies with Board policies and applicable state and federal laws/regulations.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

9. Facilitates development of an organizational culture which focuses professional development on the improvement of student achievement.

Unsatisfactory			Satisfactory		Exemplary	DK
1	2	3	4	5		

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**Comments:**

**K. Staff Development – Commits to and fosters continuous staff (including self) improvement and emphasizes both systemwide and individual development.**

The Superintendent:

1. Fosters an environment that encourages continuous learning and improvement on the part of school staff.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the Board, administration and staff.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Provides reasonable opportunities for staff to participate in conferences, visitations and coursework within the framework of the school system's budget.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Ensures that all staff are involved in the school system's staff development opportunities.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

5. Informs the Board of staff development priorities, needs, and activities.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

**Comments:**

**L. Superintendent/Board Relations – Understands that the Superintendent is responsible for management of the schools under the Board’s policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.**

The Superintendent:

1. Supervises and ensures compliance with all laws, regulations and Board policies.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Keeps the Board informed about programs, activities, accomplishments, problems, and needs of the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Schedules and attends meetings of the Board.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

5. Serves as Secretary to the Board as required by laws.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

6. Serves as an ex-officio member of all school system/Board committees, attending meetings as specified by the Board.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

7. Advises and recommends action by the Board as appropriate concerning student and staff disciplinary issues.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

8. Assists the Board in developing annual and long-range goals for the school system.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

9. Represents the school system with the media and other groups as deemed appropriate by the Board.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

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10. Performs such other tasks as may be assigned by the Board.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

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**Comments:**

**M. Supervision/Evaluation – Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.**

The Superintendent:

1. Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies and with appropriate input from administration and staff.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

2. Oversees methods of teaching, supervision, evaluation and administration in the schools.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

3. Discipline employees as necessary and reports such actions to the Board as appropriate.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

4. Recommends salary changes or dismissal of staff members to the Board for final action.

Unsatisfactory		Satisfactory		Exemplary	DK
1	2	3	4	5	

**Comments:**

**General Comments:**

Adopted: August 25, 2010

Reviewed: May 25, 2011

Reviewed: March 26, 2014

