SAU 41 Governing Board

Policy CBI-F1 EVALUATION OF THE SUPERINTENDENT (LONG FORM)

The SAU Governing Board shall conduct a minimum of one (1) annual formal evaluation of the superintendent.

Evaluation of the superintendent shall be conducted in such a manner as to:

1. Provide positive and constructive feedback to the superintendent that will support and promote the superintendent's professional growth and development.

2.Help the board evaluate its work in planning the educational program in this community.

3.Strengthen the working relationship between the board and the superintendent by providing a comprehensive vehicle of communication.

4.Identify strengths and weaknesses of the superintendent and make appropriate recommendations.

Online Implementation

1. Form CBI-F1 will be utilized as the review format for a superintendent's initial contract period. In subsequent years, the School Administrative Unit (SAU) Governing Board will determine, at the May meeting, whether CBI-F1 or CBI-F2 will be utilized.
2. Form CBI-F1 will be implemented using Google Forms on the SAU 41 domain.
3. Form CBI-F1 will be shared with each district school board member by their chair or their designee. Members will complete CBI-F1 online and must use their assigned SAU41 account.
    - one form will be submitted to the Superintendent Performance Evaluation Committee (SPEC) for each district.
    - all subsections must be answered ("N/A" can be used as an answer).
    - any subsection receiving a "1" or "2" requires comments.
    - members can review and change their responses until submission deadline set by the board chair or designee.
    - only the chair or their designee can access another members responses for compilation in an organized database form.

Once districts ratify their district-level evaluation, chairs enter their evaluation data into the SAU-level form by 31 December. The District level responses are compiled by the SPEC and presented to the SAU Governing Board to be ratified for the final evaluation no later than 28 February.

Scoring Key

5 – Consistently exceeded minimum requirements
- Performance is clearly outstanding
- Performance is always exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations, while always meeting minimum requirements

4 – Exceeded some minimum requirements
- Performance is superior, far exceeding expectations
- Performance is exceptional on a frequent basis – the superintendent typically outperforms relative to minimum expectations while always meeting minimum requirements

3 – Achieved minimum requirements
- Adequately performs all functions within the role, meeting expectations
- Performance is adequate, meeting standards or expectations generally associated with performance

2 – Met some requirements
- Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies
- Performance is less than adequate on a periodic or frequent basis; the superintendent may be developing within the position, but needs to improve to be considered proficient

1 – Did not meet minimum requirements
● Performance is below acceptable levels
● Fails to meet basic expectations associated with the role of superintendent - substantial professional improvement is needed before the superintendent can be considered proficient in the role

***Rating scale** :*
1= Did not meet minimum requirements 2= Met some requirements
3= Achieved minimum requirements 4= Exceeded some minimum requirements 5= Consistently exceeded minimum requirements

PART I. FISCAL MANAGEMENT

Legal References:
- RSA 194-C:4, II(a), (j), (p)
- Ed 302.01(d)(2); Ed 302.02(d), (e)
- NHSBA *Sample Policies* DA, DB, DBC, DCI, DI

Indicators of Success:
- Budgets reflect district goals for student achievement.
- District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the applicable board for remediation within an acceptable timeline.
- Finances are managed in accordance with applicable accounting standards.
- The annual audit shows no material deficiencies and audit recommendations are effectively implemented.
- Multi-year budget plans are used for planning purposes.

1.1. Developed and recommended the annual budget for the support of the educational program and for the operation and maintenance of schools within each district

Evaluation Score: _____

Comments: _____

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1.2. Developed and maintained an accounting system and financial reporting procedures for all funds.

Evaluation Score: _____

Comments: _____

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1.3. Regularly assessed state of district facilities and equipment and developed replacement and updating schedules as appropriate for Board consideration.

Evaluation Score: _____

Comments: _____

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1.4. To the extent practicable transfers among budgetary line items were limited to unexpected or unanticipated expenses.

Evaluation Score: _____

Comments: _____

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1.5. Worked with the applicable boards to develop budgets designed to achieve the greatest educational returns and the greatest contributions to the educational programs.

Evaluation Score: _____

Comments: _____

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1.6. Developed contingency plans designed to address anticipated and unanticipated budgetary necessities.

Evaluation Score: _____

Comments: _____

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1.7. Provided regular and requested financial and budget reports to the board.

Evaluation Score: _____

Comments: _____

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1.8. Established and implemented efficient procedures for accounting, audit, risk management, investing, purchasing and receiving, payroll, payment of vendors and contractors, and all

other areas of fiscal management. Evaluation

Score: _____

Comments: _____

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See 1.

Composite Evaluation Score: _____

Comments:

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Goals for Next Evaluation Cycle:

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PART II. CURRICULUM, DELIVERY OF INSTRUCTION AND PUPIL ACHIEVEMENT

Legal References:

- RSA 194-C:4, II(c)
- Ed 302.01(d)(6); 302.02(f)
- NHSBA Sample Policies; IGA, IGD
- RSA 194-C:4, II(e)
- Ed 302.01(d)(8); Ed 302.02(f)
- NHSBA Sample Policies ILBA, ILBAA
- RSA 194-C:4, II(c)
- Ed 302.01(d)(7); Ed 302.02(f)
- NHSBA Sample Policy IF

Indicators of Success:

- Preparing students for post-secondary education and/or entrance into the job market.
- Specific progress is evident.
- Student learning is defined based on the knowledge and skills necessary to be successful.

- Data and information collected is reliable and valid.
- Data is disaggregated, analyzed, and explained.
- Data is regularly presented and is communicated in understandable format.
- Data is used for future planning and improvement.
- Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.

2.1. Used appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Evaluation Score: _____

Comments: _____

2.2. Aligned and implemented the educational programs, plans, actions, and resources with the district's vision and goals.

Evaluation Score: _____

Comments: _____

2.3. Developed assessment and accountability systems to monitor and evaluate the effectiveness of curriculum, instruction and assessment.

Evaluation Score: _____

Comments: _____

2.4. Ensured that district performance goals were satisfied.

Evaluation Score: _____

Comments: _____

2.5. Identified areas of academic strength and areas of academic weakness within the District and has implemented strategies to address areas of academic weakness.

Evaluation Score: _____

Comments:

2.6. Curriculum is aligned from grade-to-grade and from school-to-school as appropriate.

Evaluation Score: _____

Comments:

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2.7. Appropriately monitored and evaluated student achievement and developed strategies and methods for improving student achievement.

Evaluation Score: _____

Comments:

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2.8 Promoted the use of the most effective and appropriate technologies to support teaching and learning.

Evaluation Score: _____

Comments:

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2.9 Performed all duties in a manner consistent with the values and expectations of the board and the community at large.

Evaluation Score: _____

Comments:

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See 2.

Composite Evaluation Score: _____

Goals for Next Evaluation Cycle:

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III. RELATIONSHIP WITH THE SCHOOL BOARD

Legal References:

- RSA 194-C:4, II(i)
- NHSBA Sample Policy BDD

Indicators of Success:

- The superintendent assists the board in developing clear policies that meet federal and state requirements.
- The superintendent understands and communicates legal liability to the district.
- The superintendent supports the board chair to maximize the effectiveness of board operations.
- The superintendent regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district.
- The superintendent follows agreed upon board-superintendent guidelines.
- The superintendent meets deadlines and follows up on commitments and assignments.

3.1. Worked collaboratively with the Board to develop, implement and monitor district policy.

Evaluation Score: _____

Comments:

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3.2. Is skilled in identifying, analyzing and resolving problems that impact the district, and keeps the Board informed on issues, operations and needs of the school district.

Evaluation Score: _____

Comments:

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3.3. Provided the Board with reports and information that enable the Board to sufficiently review the operations of the district.

Evaluation Score: _____

Comments:

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3.4. Gave constructive advice and guidance to the Board regarding possibilities for District

improvement.

Evaluation Score: _____

Comments:

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3.5. Demonstrated clear understanding of board/superintendent relationship including appropriate roles and responsibilities.

Evaluation Score: _____

Comments:

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3.6. Offered professional advice to the Board and ensured compliance with all applicable local, state and federal laws and regulations.

Evaluation Score: _____

Comments:

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Sec 3.

Composite Evaluation Score:_____

Goals for Next Evaluation Cycle:

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IV. ADMINISTRATION OF SCHOOL FACILITIES:

Legal References:

- RSA 194-C:4, II(k)
- Ed 302.01(d)(5); Ed 302.02(m); Ed 302.02(p)
- NHSBA Sample Policies CA, CF, EC, FA

Indicators of Success:

- All buildings meet safety, health, and construction codes.
- Facilities and equipment are not subject to improper wear or insufficient maintenance.
- Multi-year plans for maintenance, repairs, and facility upgrades are in place.
- Ongoing inspection and reporting systems are utilized.

4.1. Developed and Recommended to the school board, an annual maintenance program and long-term capital improvement plan.

Evaluation Score: _____

Comments:

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4.2. Provided appropriate recommendations regarding facilities which support the district's educational philosophy and instructional goals.

Evaluation Score: _____

Comments:

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4.3. Ensured all safety requirements were met for facilities and grounds.

Evaluation Score: _____

Comments:

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4.4. Keeps the Board informed about the condition of district facilities and anticipated needs in the areas of capital improvement.

Evaluation Score: _____

Comments:

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4.5 Promoted and protected the welfare and safety of students and staff.

Evaluation Score: _____

Comments:

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Sec 4.

Composite Evaluation Score: _____

Goals for Next Evaluation Cycle:

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V. PERSONNEL

Legal References:

- RSA 194-C:4, II(c); RSA 194-C:4, II(j); RSA 194-C:4,II(n)
- Ed 302.01(e); Ed 302.02(a); Ed 302.02(h)
- NHSBA Sample Policies – Section G – Personnel

Indicators of Success:

- Staff are treated fairly.
- Teachers work effectively within their classrooms, throughout the school, across district schools, and with the community.
- Operations are clearly defined, communicated, and implemented.
- Personnel contracts are adhered to.
- Effective collective bargaining strategies advance and promote student learning.

5.1. Recruited and assigned the best available personnel in terms of their competencies. Recommended for employment personnel who have proper certification and skills for the position.

Evaluation Score: _____

Comments:

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5.2. Effectively worked with the board to develop and monitor district policy and administrative regulations that supports a standards based approach to governance, leadership, instruction and human resource management.

Evaluation Score: _____

Comments:

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5.3. Implemented sound employee relations programs to improve relationships between staff members, administration and the respective Board.

Evaluation Score: _____

Comments:

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5.4. Effectively monitored all aspects of the collective bargaining agreements in the district.

Evaluation Score: _____

Comments:

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5.5. Included the participation of faculty and staff in the establishment and the implementation of District-wide goals, objectives, and programs.

Evaluation Score: _____

Comments:

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5.6 Facilitated evaluation of staff performance as required by state law and by Board policy.

Evaluation Score: _____

Comments:

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5.7. Promoted training and professional development opportunities for all professional staff to ensure development of the instructional and leadership capacity of staff.

Evaluation Score: _____

Comments:

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5.8. Managed direct reports, assigned functions, delegated effectively and determined accountability as necessary to optimize staff effectiveness.

Evaluation Score: _____

Comments:

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~~5.9 Nurtured and sustained a culture of collaboration, trust, learning, and high expectations. Instituted sound employee relationships programs to improve relationships between staff members and developed a culture designed to foster collaboration, professional growth, and high achievement.~~

~~Evaluation Score: _____~~

~~Comments:~~

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~~**Sec 5.**~~

~~Composite Evaluation Score: _____~~

ADMINISTRATION	**5**	**4**	**3**	**2**	**1**
1. Exerts strong educational leadership, develops a strong management team, and delegates responsibility.					
2. Establishes and maintains a sound plan of organization and assigbment of staff personnel which will provide the proper framework for accomplishing District objectives.					
3. Fulfills the Board's goals and policies successfully.					
4. Demonstrates skill in developing long-range planning activities based on program needs and enrollment projections.					
5. Employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel.					
6. Implements procedures to carry out a continuous program of evaluation.					
7. Recommends fort employment personnel wo have proper certification and skills for the position.					
8. Organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system.					
9. Provides to the Board and the general public an organized and informative annual report of the state of the District.					
10. Maintains liaison with state and federal legislatures, as well as other outside agencies, in efforts to accomplish legislation needed for school improvement.					

*******<u>Overall</u> Rating for this Category _____**

COMMENTS:

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INSTRUCTION	**5**	**4**	**3**	**2**	**1**
1. Provides overall leadership in the development and implementation of a					

productive instructional delivery system.					
2. Identifies and facilitates instruction and student achievement as the focal point of the School District.					
3. Identifies instructional objectives in terms of students and implements programs to meet the diverse needs of students.					
4. Capitalizes on the abilities and talents of the professional staff in curriculum development, implementation and evaluation.					
5. Provides to staff throughout the system the time for organization and the resources required to improve instruction.					
6. Provides for continued monitoring and evaluation instructional activities.					
7. Promotes high academic expectations and standards for students.					
8. Incorporates useful new ideas into the instruction program.					
9. Maintains a working knowledge of current educational research, reports useful new concepts and shares that information with the board.					
10. Keeps the Board informed on the analysis, planning, implementation, and evaluation of instructional activities.					
11. Keeps the community informed of the curriculum and plans for improvement.					

*******Overall Rating for this Category _____**

COMMENTS:

RELATIONSHIP WITH THE BOARD	5	4	3	2	1
1. Works with the board in the areas of analyzing, planning, implementing and evaluating policies.					
2. Informs the board on issues, operations, the curriculum and the needs of the school system.					
3. Informs the Board on educational activities at the state and national levels.					
4. Has a harmonious working relationship and maintains a professional relationship with members of the board.					
5. Interprets and supports Board policy and decisions to the public and staff.					
6. Provides the board members with reports and information which will enable them to sufficiently review the operations of the district.					
7. Gives constructive advice and guidance to the board regarding possibilities for district improvement.					
8. States their convictions in matters before the Board.					
9. Utilizes the strengths of individual Board members and the Board itself in the decision-making process.					
10. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					

*******Overall Rating for this Category _____**

COMMENTS:

RELATIONSHIP WITH THE STAFF	5	4	3	2	1
1. Includes the participation of faculty and staff in the establishment and the implementation of district-wide goals, objectives, and programs.					
2. Facilitates high standards of performance for all staff members.					
3. Facilitates evaluation of staff performance as required by state law and by Board policy.					
4. Facilitates two-way communication and interaction with staff.					
5. Promotes programs for staff growth and development.					
6. Strives to maintain positive morale by: a. Minimizing arbitrary decision-making and favorites; b. Giving fair and impartial treatment to all parties in a dispute: and c. Giving recognition and appreciation for a job well done.					
7. Instills confidence and self-respect among staff.					
8. Meets and confers with employee groups representing the interests and directives of the board.					
9. Communicates effectively the concerns of employee groups to the board and, conversely, the board responses to the concerns to employee groups.					

*******Overall Rating for this Category _____**

COMMENTS:

RELATIONSHIP WITH THE COMMUNITY	5	4	3	2	1
1. Facilitates communication within the community through an effective public information program based on the needs and successes of the district.					
2. Seeks meaningful community involvement in the establishment, implementation and evaluation of district-wide goals, objectives, priorities and programs.					
3. Develops and maintains a cooperative relationship with the news media.					
4. Establishes a procedure for studying and acting on complaints, criticisms, and concerns of individuals and/or community.					
5. Is actively involved in community arenas.					
6. Maintains a professional posture with other public officials and community leaders.					
7. Has the ability to face controversy and work effectively with it.					
8. Understands and responds ti the unique and changing needs of the					

community.					
9. Accepts and solicits input from interested groups and individuals in the decision-making process.					

*******Overall Rating for this Category _____**

COMMENTS:

PERSONAL QUALITIES	5	4	3	2	1
1. Sustains physical and mental health and appropriate energy to cope with the Superintendent's tasks.					
2. Defends principle and conviction in the face of pressure and partisan influence, yet is able to compromise.					
3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.					
4. Uses English effectively in dealing with staff members, the Board and the public.					
5. Speaks well before large and small groups, expressing ideas in a logical and forthright manner.					
6. Accepts and shares failure as well as success.					
7. Is able to identify and discuss own strengths and weaknesses.					
8. Welcomes questions and open discussion when presenting ideas.					
9. Exercises good judgment and involves appropriate others in the decision-making process.					
10. Maintains a balance of professional development by reading, attending conferences, working on professional committees, visiting other Districts and meeting with other Superintendents.					

*******Overall Rating for this Category _____**

COMMENTS:

FINANCIAL	5	4	3	2	1
1. Keeps informed of the needs of the school program -- supplies, equipment, and facilities.					
2. Assumes responsibility for overall financial planning for the district, including short-term priorities and long-range planning.					
3. Coordinates the preparation of the annual budget utilizing teacher and staff input; submits the budget to the board for input and approval.					
4. Evaluates financial needs and makes timely recommendations for adequate funding.					
5. Determines that funds are spent and invested wisely; ensures that					

adequate controls and accounting is achieved.						
6. Provides leadership in solving major problems and achieving maximum utilization of resources.						

*******Overall Rating for this Category _____**

COMMENTS:

OVERALL COMMENTS:

Goals for Next Evaluation Cycle:

Thank you for participating in the Superintendent Evaluation and Goal Setting process.

~~**Composite Scores and final ratings: To be completed by SPEC**~~

DISTRICT OVERVIEW (Composite scores to be completed by SPEC):

	BSD	HSD	HB COOP	Admin	Average
Administration					
Instruction					
Relationship with the Board					
Relationship with Staff					
Relationship with the Community					
Personal					

Qualities					
Financial					

GOALS:

~~***This should be a Live Document and reviewed annually!**~~

First Reading: **October 29, 2013**
Tabled: **November 21, 2013**
Second Reading: **September 3, 2014, As Amended**
Third Reading: **October 1, 2014, As Amended**
First Reading: **June 23, 2020, As Amended Second**
Reading: **Waived**
Third Reading: **Waived Adopted:**
June 23, 2020
First Reading: **October 13, 2022 As Amended Second**
Reading: **Waived**
Third Reading: **Waived**
Adopted: **October 13, 2022**