

**BOARD OF EDUCATION  
AGENDA  
May 12, 2015  
High School Auditorium**

5:00 p.m. Call to Order/Executive Session (HS Conference Room)  
7:00 p.m. Budget Hearing (Auditorium)  
7:30 p.m. General Session Business Meeting

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

II. ROLL CALL OF BOARD MEMBERS

III. STUDENT RECOGNITION

IV. MINUTES

**The Board approves the minutes of the following meetings:**

Regular Meeting held April 14, 2015

Special Meeting held April 22, 2015

V. PUBLIC COMMENT *(limited to 15 minutes - priority given to Agenda related items)*

VI. REPORTS

- A. Student Representative
- B. Superintendent of Schools
  - Technology Update
- C. Board President
- D. Committees
- E. Other

VII. BOARD CONSENT AGENDA

**As recommended by the Superintendent of Schools, the Board approves the following resolutions appearing on the May 12, 2015 consent agenda:**

- A. Personnel - resolutions numbered 1-15
- B. Finance - resolutions numbered 1-9
- C. Facilities and Operations – resolutions numbered 1-3
- D. Education - resolution numbered 1-5

VIII. OLD BUSINESS

IX. NEW BUSINESS

1. Policy 2260 Citizens Advisory Committees – accept revisions presented for a first reading and adoption
2. Policy 4326 Programs for English Language Learners - delete current policy 4326 and replace with the recommended policy presented for a first reading and adoption
3. Policy 5150 School Admissions – revisions presented for a first reading and adoption
4. Policy 0320,0320-E Evaluation of the Superintendent – revisions presented for a first reading

X. PUBLIC COMMENT

XI. ADJOURNMENT

## CONSENT AGENDA

May 12, 2015

### A. Personnel

#### 1. Appointment – Summer 2015 Custodial/Grounds

The Board approves the following substitute custodial/grounds appointments for the summer 2015 at the rate of \$10.00 per hour, not to exceed 90 days of employment:

Erik Esposito  
Kelsey Lyons  
Bryan Morris (pending fingerprint clearance by the NYSED)  
Patrick Rubenbauer (pending fingerprint clearance by the NYSED)

#### 2. Appointment – Substitutes

The Board approves the following substitute teacher appointments for the 2014-2015 school year:

Teacher	Melissa Harechmak (effective April 15, 2015)
Custodian	Sultan Choudhry (pending fingerprint clearance by the NYSED)

#### 3. Appointment – Custodial Substitute

The Board approves the appointment of Peter Colen as a substitute Custodial Worker II, at the rate of \$12.00 per hour, for the 2015-2016 school year.

#### 4. Resignation – 7/8 Softball Coach

The Board accepts the resignation of Amanda DiPietro as 7/8 Softball Coach, effective April 13, 2015.

#### 5. Appointments – Coaches

The Board appoints the following coaching appointments for the 2014-2015 school year:

7/8 Softball Coach	James Mimnaugh (April 13-16, 2015)
7/8 Softball Coach	Megan Mackenzie (April 17-June 5, 2015)

#### 6. Resignation – Custodial Worker I

The Board accepts the resignation of Louis Ciccolella as a Custodial Worker I effective April 15, 2015.

#### 7. Appointment – Custodial Worker I

The Board approves the appointment of Paul Scalcione, Jr., as a probationary Custodial Worker I, effective March 10, 2015, in accordance with Suffolk County Department of Civil Service and the negotiated agreement with the Port Jefferson Custodial Workers Unit, at a base salary of \$29,400 (prorated).

8. Appointment – Part-Time Guard

The board approves the appointment of Ryan Walker, as a part time Guard, effective May 13, 2015, at the rate of \$21.00 per hour, contingent upon fingerprint clearance by the New York State Education Department.

9. Approval of Services

The Board approves the services of Mark Abbonizio and Christian Neubert as music teachers for the 2015 Summer Music Camp, at the rate of \$50.00 per hour.

10. Amendment to Leave Request

The Board amends the request of Jamie Veraldi, teacher of Mathematics, for a leave of absence from on or about May 22, 2015 until on or about November 16, 2015 (beginning of second quarter), in accordance with Board Policy 9520.2 Family and Medical Leave and Article IX.B.9 and IX.F of the negotiated agreement with the Port Jefferson Teachers' Association.

11. Request for Leave

The Board approves the request of Deanna Lilimpakis, teacher of Special Education, for a leave of absence from on or about June 5, 2015 to on or about June 30, 2016, in accordance with Board Policy 9520.2 Family and Medical Leave and Article IX.B.9 and IX.F of the negotiated agreement with the Port Jefferson Teachers' Association.

12. Retirement – Office Applications Specialist

The Board accepts the resignation of Carole Udovich, as an Office Applications Specialist, for the purpose of retirement, effective June 30, 2015.

13. Retirement – Teaching Assistant

The Board accepts the resignation of Louise Cash, as a Teaching Assistant, for the purpose of retirement, effective June 30, 2015.

14. Tenure

The Board grants tenure to the following individuals:

Maureen Hull - Executive Director of Curriculum and Instruction, effective July 1, 2015

Antonio Santana – Middle School Principal, effective June 29, 2015

Taylor Forstell – teacher of Special Education, effective August 29, 2015

Celiana Gandolfo – teacher of Foreign Language, effective September 3, 2015

Stacia Schoen – teacher of Speech, effective September 12, 2015

Kelly Spencer – teacher of Special Education, effective August 29, 2015

## 15. Appointment – ESOL Teacher

The Board appoints Mary Lyons as a teacher of ESOL, on a probationary basis, effective September 2, 2015, at Level MA Step 1, in accordance with the negotiated agreement with the Port Jefferson teachers Association.

### B. Finance

#### 1. Financial Reports

The Board approves the following financial reports:

Claims Audit Report - Month of March

Cash Flow Analysis - Month of March

Fund Balance Projection

New Budget Transfers

March Warrants & Treasurer Reports

<u>Fund Name</u>	<u>Warrant #</u>
General Fund	46-49, 51 & 52
School Lunch Fund	9
Federal Fund	13
Capital Fund	10
Trust & Agency	5-6
Payroll	20-21
Royal Fund	No Warrant
Scholarship Fund	No Warrants

Trial Balance - July 2014 – March 31, 2015

Revenue Budget Status - July 2014-June 2015

Appropriation Status Report - July 2014-June 2015

Budget Transfers - Month of March

Extraclassroom Activity Reports

#### 2. Health Services Contracts

The Board approves the health services contracts with each of the following districts for children attending Our Lady of Wisdom School for the 2014-2015 school year:

Comsewogue	Longwood
Middle Country	Miller Place
Mount Sinai	Patchogue-Medford
Rocky Point	Riverhead
Sachem	Shoreham-Wading River
South Country	Smithtown
Three Village	William Floyd

#### 3. Health Services Contracts

The Board approves the contracts for health services for the 2014-2015 school year from:

Commack  
Nassau BOCES  
Smithtown  
Three Village

Hauppauge  
Patchogue Medford  
South Huntington  
West Islip

4. Transportation Contracts

The Board approves the extension of transportation contracts with Suffolk Transportation Service, Inc. for the 2015-2016 school year with a price increase based on the consumer price index issued by the New York State Education Department.

5. External Auditor

The Board approves the appointment of R.S. Abrams as the district's External Auditor for the 2014-2015 school year, with the option to renew on a yearly basis for a maximum of four additional years.

6. Fund Surplus Resolution Agreement and Release

The Board approves the Fund Surplus Resolution Agreement and Release between Port Jefferson UFSD and the Board of Cooperative Educational Services Rensselaer (Questar III).

7. Government Efficiency Plan

The Board approves the following resolution:

RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education designates the Southampton Union Free School District as lead entity for purposes of submission of the Government Efficiency Plan on behalf of the Port Jefferson Union Free School District;

BE IT FURTHER RESOLVED, that the Board of Education authorizes the Superintendent and the Assistant Superintendent for Business to certify the attached submission of the Government Efficiency Plan on behalf of the Port Jefferson Union free School District and provide to the Southampton Union Free School District as the lead entity.

8. SEQRA

The Board approves the following resolution:

WHEREAS, the Board of Education of the Port Jefferson Union Free School District desires to embark upon energy related capital improvements at the District's facilities, including the supply and installation of: (1) Lighting Fixture Retrofits; (2) Lighting Fixture Controls; (3) Exterior Lighting Improvements; (4) Building Envelope Improvements-Weatherization; (5) Energy Management Systems; (6) Heating Distribution System-Pipe and Valve Insulation; (7) Domestic Hot Water System- Energy Efficient DHW Replacement; (8) Water Conservation Improvements; (9) Vending Machine Controllers; (10) Renewable

Energy – Photovoltaic Electric Generation; (11) Cogeneration; and, (12) a Dishwasher Upgrade (hereinafter referred to as the “Energy Performance Project”); and

WHEREAS, the Energy Performance Project is subject to classification under the State Environmental Quality Review Act (SEQRA); and

WHEREAS, maintenance or repair involving no substantial changes in an existing structure or facility and the replacement, rehabilitation or reconstruction of a structure or facility, in kind, on the same site, including upgrading buildings to meet building or fire codes are classified as Type II Actions under the current Department of Environmental Conservation SEQRA Regulations (Sections 6 N.Y.C.R.R. 617.5(c)(1)(2)); and

WHEREAS, the SEQRA Regulations declare Type II Actions to be actions that have no significant impact on the environment and require no further review under SEQRA; and

WHEREAS, the Board of Education, as the only involved agency, has examined all information related to the Energy Performance Project and has determined that, based upon recommendation from the School District’s Architect/Engineer, John A. Grillo, Architects, P.C. (“JAG”), in connection with its review and examination of the Energy Performance Project, that such Energy Performance Project is classified as a Type II Action pursuant to Sections 617.5(c)(1)(2) of the SEQRA Regulations;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby declares itself lead agency in connection with the requirements of the State Environmental Quality Review Act; and

BE IT FURTHER RESOLVED, that the Board of Education hereby declares that the Energy Performance Project is a Type II Action, which requires no further review under the State Environmental Quality Review Act; and

BE IT FURTHER RESOLVED, that the Board of Education hereby shall forward an official copy of this Resolution to the New York State Education Department together with a copy of the correspondence from the New York State Office of Parks, Recreation and Historic Preservation in connection with its request for approval of the listed Energy Performance Project from the New York State Education Department.

#### 9. Energy Performance Contract

WHEREAS, the Board of Education of the Port Jefferson Union Free School District publicly requested proposals for the “District Wide Implementation of Energy Conservation Measures on a Performance Contracting Basis at the Port Jefferson Union Free School District” (the “Project”) on January 28, 2014;

WHEREAS, the School District received proposals from energy performance contracting firms in response to its request for proposals, which were opened by the School District on March 4, 2014;

WHEREAS, the School District Administration and the School District’s Architect/Engineer, John A. Grillo, Architects, P.C. (“JAG”), reviewed and evaluated the proposals submitted by the energy performance contracting firms in connection with the Project;

WHEREAS, based upon said review and evaluation of the proposals, Johnson Controls, Inc. ("JCI") was requested to perform a Detailed Energy Audit of the School District's facilities;

WHEREAS, the Board of Education authorized JCI to perform a Detailed Energy Audit at no cost to the District at its public Board meeting held on June 10, 2014;

WHEREAS, JCI subsequently performed a Detailed Energy Audit for the proposed energy performance project at the School District;

WHEREAS, JCI submitted said Detailed Energy Audit to the School District in or about April of 2015;

WHEREAS, based upon the School District Administration's review of the Energy Performance Project, the Detailed Energy Audit submitted by JCI and the recommendation of John A. Grillo, Architects, P.C. in connection with its review and examination of the Energy Performance Project and the Detailed Energy Audit, the School District Administration recommends that the Board of Education enter into an energy performance contract with JCI in accordance with the terms and conditions of the energy performance contract attached hereto; and

WHEREAS, the Board of Education has determined that it is in the best interest of the School District to enter into an energy performance contract with JCI.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education of the Port Jefferson Union Free School District authorizes the Board of Education to enter into an energy performance contract with JCI, for the purpose of improving the efficiency of the School District's energy systems in accordance with the terms and conditions set forth in the attached energy performance contract; and,

BE IT FURTHER RESOLVED, that the Board of Education authorizes the Board President to execute the necessary documents on behalf of the Board of Education to effectuate said energy performance contract between the Board of Education and JCI.

## **C. Facilities & Operations**

### **1. Use of Herbicide**

The Board authorizes the emergency use of the herbicide Roundup for the purpose of weed removal at the high school track site, between May 15, 2015 and August 30, 2015 when the track is not in use.

### **2. Use of Herbicide**

The Board authorizes the emergency use of the herbicide Roundup for the purpose of weed removal at the high school tennis courts, between May 15, 2015 and August 30, 2015 when the tennis courts are not in use.

### **3. Surplus Property**

The Board declares the GE 12 cu. ft. refrigerator with top mount freezer (inventory control tag 006034) as surplus property; and, authorizes the Assistant Superintendent for Business to dispose of same in the best interest of the district.

**D. Education**

1. Committees on Special Education

The Board approves the following recommendations of the Committees on Special Education: March 11, 12, 16, 18, 20, 23, 25, 27, 31, 2015

2. Service Agreement

The Board approves the Service Agreement for Education of Out-of-District Student, dated July 1, 2014, between the Port Jefferson School District and Three Village School District; and further, authorizes the Board President to execute said Agreement.

3. Service Agreement

The Board approves the Service Agreements for Education of Out-of-District Students, dated July 1, 2014, between the Port Jefferson School District and Mount Sinai School District; and further, authorizes the Board President to execute said Agreements.

4. Special Education Services

The Board approves the Special Education Services Contracts with each of the following districts for children attending Our Lady of Wisdom School for the 2014-2015 school year:

Comsewogue UFSD  
Longwood CSD  
Middle Country CSD  
Miller Place UFSD  
Smithtown CSD

5. Independent Educational Evaluation

The Board approves the services of Edward M. Petrosky, Psy.D., ABPP, for the purpose of conducting an Independent Educational Evaluation on a district student with a disability.

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### CITIZENS ADVISORY COMMITTEES

The Board of Education recognizes that it can beneficially utilize the talents, resources, and interests available among district residents to assist in developing the programs needed for the maintenance of a quality educational program in the schools of the district. To that end, the Board shall, at its discretion and in accordance with state law and regulation, appoint Citizens Advisory Committees of representative residents of the district to meet with the Board to provide advice and reaction about important matters before the Board which may have special significance for the community.

Each citizens committee organized by the Board shall be appointed and discharged by official Board resolutions. Resolutions appointing such committees shall state specifically the scope of the work of the committee.

Appointments to Citizens Advisory committees shall be on the basis of interest, experience, expertise, and concern. ~~No one shall be appointed as a representative of a specific group or area, unless it is the express purpose of the Board to have all areas of the community represented, in which case the Board will, in its discretion, appoint representative members of every such group or area.~~ The Board shall, in its discretion, make every effort to form a committee that is representative of the entire community.

Committees shall report all suggestions and recommendations to the Board and Superintendent of Schools prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

The Board may accept, reject, or return committee recommendations for further study. Any action stemming from committee reports is the responsibility of the Board. Publicity, or the release of information, concerning committee findings shall be the responsibility and the prerogative of the Board. Advisory committees shall be discontinued upon completion of their assignment(s).

Ref: Education Law §§ 4402; 4601  
8 NYCRR § 135.3(2)

Cross-ref: 2250, Board Committees  
4315.1, AIDS Instruction  
4321, Programs for Students with Disabilities  
7810, Closing of Facilities

Note: Policy added (replacing prior policy, Policy Manual, 1220)

Revisions presented for:  
1<sup>st</sup> reading and adoption – 5/12/15

## PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency (referred to here as “English Language Learners” or ELLs), will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The district will therefore take steps to identify ELL students and provide ELL students with an appropriate program of either Bilingual Education or English as a New Language.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that students are:

1. screened to determine if the student is an ELL, in accordance with Parts 117 and 154 of the Commissioner's Regulations, a process that will include interviews and assessments and will assign each ELL student to the appropriate subpopulation (newcomer, developing, long term, former or inconsistent/interrupted formal education);
2. identified, as appropriate, as an ELL student with a disability;
3. annually evaluated to determine continued ELL eligibility. Included in the evaluation shall be each student's performance in English language proficiency and academic progress in content areas;
4. assured of access to appropriate instructional and support services, including guidance programs within the timeframes provided by Commissioner's Regulations; and
5. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-ELL students.

The Superintendent/designee shall be responsible for ensuring that the Commissioner of Education is provided with a comprehensive plan that describes the district's ELL program and includes all information specified in the Commissioner's Regulations, before the start of each school year. The district will also provide assurances that the district is providing appropriate school-related information to the parents (or persons in parental relation) of ELL students in English and the language they best understand.

The district will provide an orientation program annually for ELL parents and will meet individually with ELL parents at least once a year, in addition to regular parent/teacher meetings.

In addition, the Superintendent/designee shall ensure that all teachers employed in any Bilingual and/or English as a New Language program are properly certified in accordance with the Commissioner's Regulations, and that all staff receive appropriate professional development on ELL students.

Cross-ref:           4321, Programs for Students with Disabilities  
                          9700, Professional Development

Ref:           Education Law §3204  
                  English Acquisition, Language Enhancement, and Academic Achievement Act, 20 USC §§6801 et seq  
                  Equal Educational Opportunities Act of 1974, §§201 et seq.,  
                  20 U.S.C. §§1701 et seq.  
                  8 NYCRR §§80-2.9; 80-2.10; 117; Part 154  
                  *Lau v. Nichols*, 414 U.S. 563 (1974)  
                  *Rios v. Read*, 480 F. Supp. 14 (1978)  
                  *Cintron v. Brentwood UFSD*, 455 F. Supp 57 (1978)  
                  *Aspira of New York v. Board of Educ. (City of New York)*, 394 F. Supp. 1161 (1974)

## SCHOOL ADMISSIONS

The district shall provide a public education to all persons between the ages of five and twenty-one who have not received a high school diploma and are entitled to attend school. If such persons reside in the district, they may attend without payment of tuition.

A veteran of any age who has not yet received his/her high school diploma and who has been discharged under conditions other than dishonorable is eligible to attend school.

A non-veteran under twenty-one years of age who has received a high school diploma shall be permitted to attend school or BOCES upon payment of tuition.

Upon registration, all new students shall be required to present:

- ~~1. — proof of date of birth;~~
  - ~~2. — record of immunizations and a health certificate from a licensed physician, and~~
  - ~~3. — proof of residency.~~
1. **proof of age - examples of acceptable forms of documentation include, but are not limited to, a birth certificate, baptismal record, an entry in a family bible, an adoption record, an affidavit from a parent/guardian, or a passport (including a foreign passport);**
  2. **record of immunizations and a health certificate from a licensed physician; and**
  3. **proof of district residency – examples of acceptable forms of documentation include, but are not limited to, a pay stub, income tax form, mortgage or lease documents to a house or apartment, telephone or utility bills or other bills sent to the student's home address, rent payment receipts, a copy of a money order for payment of rent, a letter from a parent's employer that is written on company letterhead, voter registration document or a state- or other government-issued ID.**

**If the parent/guardian of a student seeking to enroll is limited English proficient, the district will meaningfully communicate material information about enrollment as required by federal law. The district will provide parents/guardians of all newly enrolled students with appropriate information including student handbooks and information about access to special education services.**

~~In addition, in accordance with the Education Law and the regulations of the Commissioner of Education, all new students will be screened for disability, giftedness, and/or limited English proficiency.~~

Cross-ref: 5151, Homeless Students  
5420, Student Health Services

Ref: Education Law §§903; 904; 3202; 3208; 4402(8); Public Health Law §2164; 8 NYCRR §100.2  
*Student Registration Guidance*, New York State Department of Education, August 26, 2010  
[www.emsc.nysed.gov/sss/pps/residency/studentregistrationguidance082610.pdf](http://www.emsc.nysed.gov/sss/pps/residency/studentregistrationguidance082610.pdf)  
*Educational Services for Recently Arrived Unaccompanied Children*, New York State Education Department, 9/10/14  
*Information on the Rights of All Children to Enroll in School*, U.S. Departments of Education and Justice, revised 5/8/14  
*Fact Sheet I and II: Information on the Rights of All Children to Enroll in School*,  
<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf>  
*Plyler v. Doe* 457 US 202 (1982)

Revisions presented for a 1<sup>st</sup> reading & adoption: 5/12/15

## EVALUATION OF SUPERINTENDENT

The Board of Education recognizes that student growth, district progress and community satisfaction are all affected by the performance of the Superintendent of Schools. The Superintendent cannot function effectively without periodic feedback about his/her performance. Therefore, the Board recognizes responsibilities to initiate and to conduct the evaluation of the Superintendent.

During each year of the Superintendent's appointment, the Board and the Superintendent will meet to discuss a plan of performance review and accountability for that school year pursuant to the regulations of the Commissioner of Education, and will be discussed only during an executive session. The Superintendent's evaluation shall be completed in accordance with the negotiated agreement between the Superintendent and the Board of Education. The evaluation shall be written and discussed with the Superintendent in executive session.

Ref: 8 NYCRR §100.2(o)(2)

Note: Policy added

Presented for update: 9/12/06

Update adopted: 10/10/06

Policy Committee Review: 2006-2007

Superintendent's Evaluation Ad Hoc Committee Review: 2011-2012

Policy Committee Review: 2014-2015

## EVALUATION OF SUPERINTENDENT EVALUATIVE TOOL

### I. Introduction

#### A. Scope and Purpose

This handbook addresses the regular annual cycle of evaluations of the District Superintendent by the Board of Education. In establishing the responsibilities and performance goals for the District Superintendent, the intent of the Board is to make clear its expectations by providing concrete and specific guidance. The District Superintendent is the individual who is responsible for the academic achievement, social development and safety of the District's students as well as the cost effectiveness of the District's operations. He or she must also undertake this mission in a manner that complies with all applicable laws, regulations and policies.

#### B. Evaluation Policies

Although the specific procedures and instruments used in evaluation will change over time, certain policies must be followed in the design and implementation of any evaluation process.

##### 1. Fairness in Implementation

A fundamental principle that must be observed by the Board is to never subject the District Superintendent to a form of evaluation to which the Board itself would not want to be subjected in similar circumstances.

##### 2. Emphasis on Performance

The evaluation must be based on measures of performance directly related to the District's mission, not on irrelevant personal or social traits. It is also not the intent of the Board to substitute the mechanical assessment of a list of required activities in a fashion that takes them out of the context of the District's mission. Thus, the purpose of the evaluation process is to measure achievement, not personality or activity.

##### 3. Controllable, Measurable and Relevant Outcomes

Performance must focus on outcomes over which the District Superintendent exercises control. Those outcomes must be measurable in an objective manner. They must be relevant to the tasks at hand required to achieve the District's mission.

##### 4. Systematic and Open Application

The evaluation protocols and methods, including any required preliminary and follow up reviews, must be applied in a systematic and open manner. The schedule of evaluations and the evaluation guidelines must be established and documented in advance of or very early in the

evaluation period in question. Evaluations must be done in writing. The Board must adopt procedures that guard against a single voice unduly influencing the process.

## 5. Mutual Agreement

The methods, criteria and procedures should reflect the mutual consent of the Board and the District Superintendent.

## II. Procedures

### ~~A. Counseling and Evaluation Reviews~~

~~The Board shall hold a minimum of two counseling and evaluation meetings with the District Superintendent each year. The schedule shall be set and documented in advance of or very early in the evaluation period. The Board has wide latitude in scheduling additional meetings as it sees fit; the intent here is to describe the minimum that is required. The substance of these meetings shall be documented, and all evaluation instruments used in the process shall be updated to reflect the current expectations of the Board.~~

~~Preliminary Meeting: A preliminary counseling meeting shall be scheduled approximately mid-way through the evaluation period. It has three purposes. First, any areas of accomplishment that the Board may wish to recognize or encourage shall be identified. Second, any concerns that the Board may have regarding the District Superintendent's performance shall be discussed and remedial guidance offered. Third, any new concerns or issues that have arisen that affect the Board's expectations for the District Superintendent shall be reviewed and, if needed, the evaluation instruments shall be revised.~~

~~Final Evaluation: An evaluation meeting shall be scheduled within one month of the close of the evaluation period. It has two purposes. First, a completed evaluation shall be presented to and discussed with the District Superintendent. Second, any necessary changes to the evaluation instruments for the coming year shall be made.~~

### A. Evaluation Process

#### July/August

Board and Superintendent review evaluation process, performance, and standards.  
Board and superintendent agree upon goals early.

#### September-May

Superintendent provides regular updates to the Board regarding progress toward goals.

#### January

Full Board meets with Superintendent to discuss mid-year progress on evaluated items.

**April/May**

**Superintendent submits self-assessment / goals reflection**

**May/June**

**Board meets to review goals/evidence**

**Board reviews self-assessment of Superintendent**

**Board meets to complete evaluation**

**Board President completes narrative commentary**

**Board meets with Superintendent to review evaluation**

**B. Rating Process**

**1. Scoring**

The scoring on each evaluation element domain shall be as follows:

**~~Rating Performance Rubric Percentile Guidelines~~**

~~5—90<sup>th</sup>—Exceptional, Substantially Exceeds Expectations ≥~~

~~4—Superior 75<sup>th</sup> , Exceeds Expectations = < 90<sup>th</sup>~~

~~3—25<sup>th</sup> Generally Proficient, Meets Expectations = < 75<sup>th</sup>~~

~~2—10<sup>th</sup> Marginally Acceptable, Improvement Is Required = < 25<sup>th</sup>~~

~~1—Unacceptable, Significantly Falls Short of Expectations = < 10<sup>th</sup>~~

~~NA Not Applicable (See below)~~

~~UR Unable to Rate (See below)~~

**Highly effective: overall performance and results exceed leadership standards**

**Effective: overall performance and results meet leadership standards**

**Developing: overall performance and results need improvement in order to meet leadership standards**

**Ineffective: overall performance and results do not meet leadership standards**

~~Rubric vs. Percentile Measures: The rating scale is described in both rubric and percentile terms because in practice certain measures of performance make sense when defined against a set of expectations (rubric). Others make sense when viewed against a peer group (percentile). In many cases it will also be reasonable to consider both types of measures when compiling the observations used to build a performance narrative.~~

~~Guidelines: Ratings of 2, Marginally Acceptable, or 1, Unacceptable, are given solely for significant shortfalls in performance and never because the Board is unable to come up with a proper rating, e.g., because not enough time has passed to correctly assess a given performance element or because a key piece of information is unavailable due to no fault of the District Superintendent. Also, a rating of 1, Unacceptable, is a very serious matter and is not given~~

lightly. It must be accompanied by very specific remedial and disciplinary recommendations.

The rating of 3, ~~Generally Proficient~~, is deliberately designed to be very broad and is meant to cover the general levels of performance that one would reasonably expect from a competent District Superintendent. As indicated in the table above, a District Superintendent may fall just above the 25<sup>th</sup> percentile (i.e., be worse than nearly three quarters of his or her peers) or just below the 75<sup>th</sup> percentile (i.e., be better than nearly three quarters of his or her peers) and still receive a rating of 3, ~~Generally Proficient~~.

Ratings of 4, Superior, and 5, Exceptional, are given when the District Superintendent's performance dramatically exceeds expectations. They do not mean, however, that he or she is perfect and, thus, even narratives for these ratings can contain recommendations for improvement. As is the case with the lowest rating, a rating of 5, Exceptional, is not given lightly. The rating of NA can be given if a Member believes that the evaluation element is not applicable at the time of the evaluation. An individual Member does not give a UR rating; it represents a failure of the Board to reach a consensus as described below.

## 2. Scope

The evaluation for a given evaluation period (here a given year) applies only to performance during that period. While the Board may consider long-term performance in other deliberations, e.g., contract renewal and negotiations, the scope of these policies and procedures is to a specific evaluation period.

## 3. Reasonableness and Fairness in Performance Measures

As stated above, performance measures must be controllable, measurable and relevant; however, consideration must also be given to specific circumstances of the current situation. For example, in the early phase of a project a measurable outcome may be the development of a detailed plan of action. In the middle stages the focus may shift to its effective and efficient implementation. And in the final stages the focus may shift once again to its actual accomplishment in terms of some "bottom line" measure such as student performance.

## 4. Supporting Narratives

In general, rather than selecting a rating and then attempting to construct a narrative to justify it, it is better to write the narrative first, using as many examples as possible, and then select an appropriate rating.

**Narrative Requirements:** Unless otherwise specified all ratings, except for a simple majority rating of 3, ~~Generally Proficient~~ **Effective** must be justified by a narrative that cites specific statistics, instances, reasoning or circumstances to support the rating.

**Remedial Recommendations:** Narratives that accompany ratings of 2 or 1 **Developing or Ineffective** must also include specific remedial recommendations, although such recommendations are recommended for all ratings. In addition, where such ratings address on

going shortfalls in performance, whenever practical they must have been preceded by at least one counseling session that alerted the District Superintendent to the deficiency and gave him or her an opportunity to improve his or her performance. This last requirement does not apply to serious onetime events or dramatic performance problems.

#### 5. Protocol for Establishing a Common Narrative Base

Because the Board is responsible for producing a single evaluation, it must make some reasonable attempt to establish a common narrative base on which that evaluation is based. ~~Accordingly, each Member shall compose an initial individual draft of the evaluation and forward it to all Board members.~~ **The Board shall meet as a group to synthesize a narrative document based on full discussion of performance.** The President or designee shall then edit the rating information, coalesce the drafts and provide the combined narratives to the Board. The Members shall then meet to consider all inputs and attempt to formulate a consensus.

#### 6. Establishing Consensus on Individual Evaluation ~~Elements~~ Domains

Because the Board functions as an association of equals, the evaluation ratings and narratives must reflect a consensus of the Members. Unfortunately, though the Board is required to establish rating criteria that are objective and measurable, the possibility exists that there may be material divergence in the individual Members' ratings. Following the consensus discussion, Members may modify their ratings, and the final rating will be ~~the arithmetic average of all individual~~ **based upon ratings for that element domain after consensus is reached through Board discussion.** Based on the deliberations of the Board, the Board President shall write (or request that one or more Members write) the narrative. The final narrative must pass a majority vote of the Board.

#### 7. Approval of the Evaluation

The final evaluation must pass a majority vote of the Board. If the Board is unable to achieve a majority, then it shall make a public statement at the next regularly scheduled School Board Meeting to apprise the community of this fact. Although nothing stops an individual Member from issuing statements in dissent of the final evaluation, such statements do not become part of the evaluation *per se* and are not part of the official personnel records of the District Superintendent. However, if three Members do not agree with the majority narrative, a dissenting narrative will become part of the record.

#### 8. District Superintendent's Comments

The District Superintendent is permitted to attach his or her comments to the evaluation. Those comments become part of the evaluation, and, hence, part of the District Superintendent's official personnel record. While the District Superintendent is free to make whatever comments he or she wishes, the Board suggests that the District Superintendent enters comments into the record only when necessary and makes only those comments which address the specifics of the evaluation. General statements that have no material impact, e.g., thanking the Board for the evaluation, are not appropriate.

### C. Evaluation Instruments Domains

The District Superintendent shall receive rankings in ~~eight categories~~ **six domains**:

- ~~Relationship with the Board~~
- ~~Educational Vision, Direction and Leadership~~
- ~~Staff/Personnel Relations~~
- ~~Financial Management~~
- ~~Facilities Management/District's Assets~~
- ~~Community Relations~~
- ~~Personal Qualities and Growth~~
- ~~Management Functions~~

- **Relationship with Board**
- **Community Relations**
- **Staff Management and Relationships**
- **Business and Finance**
- **Instructional Leadership**
- **District Results**

In addition, the District Superintendent shall be given an overall rating for each of the ~~eight categories~~ **six domains** as well as an overall rating for the evaluation in its entirety. All ratings will use the same ~~1-5 ineffective~~ **highly effective** scale. This overall rating shall not be a mechanical combination of the ~~categories~~ **domains** above but serve as a general assessment of the superintendent's fitness. Obviously it must tie back to the ~~category~~ **component** ratings in a reasonable fashion. However, it is the expectation of the Board that the District Superintendent maintain a high level of performance across the board. Thus, even a single ~~category~~ **component** rating of ~~1, Unacceptable, Ineffective~~ can have a material effect on the overall rating, regardless of how high the other ~~categories~~ **components** are. A narrative must always accompany the overall performance rating. It is suggested to all Members that the overall rating be done last and that the primary source for its content be the individual ~~category~~ **component** ratings given.

The evaluation report is a statement of the District Superintendent's performance in ratings defined in the evaluation guidelines together with the narratives required to support those ratings. The actual forms and their guidelines may be modified annually and be adapted to changing circumstances.

The format of the evaluation report shall be written as a memorandum from the Board of Education to the District Superintendent. The District Superintendent and the President of the Board of Education shall sign it. It shall contain the District Superintendent's name and employee number. The scope of the report, whether it is a mid-year, special or end-of-year evaluation, shall also be indicated.

Adopted: 3/13/07

Revisions presented for 1<sup>st</sup> reading: 5/22/12

2<sup>nd</sup> reading & adoption: 6/12/12 - *tabled*

2<sup>nd</sup> reading & adoption: 6/28/12 - *tabled*

2<sup>nd</sup> reading & adoption: 8/14/12

Revisions presented for 1<sup>st</sup> reading: 5/12/15