

*Superintendent Selection,
Evaluation, Nonrenewal, and
Discharge Handbook*

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Superintendent Selection

A Superintendent has six statutorily required duties:

1. Supervise the general operation of the school district
2. Supervise the provision of education to students
3. Visit the schools of the district
4. Supervise school personnel
5. Prepare and deliver reports required by the board of the district
6. Perform any other duties requested by the board

N.D. Cent. Code §15.1-14-01.

This statutory mandate means that a current and accurate job description is essential to establish the relationship between the board and superintendent and to create the foundation for mandatory evaluations of the superintendent's performance.

Sample Superintendent Job Description

QUALIFICATIONS

- **Education and licensure:**
 - North Dakota Teacher License and Superintendent Credential
 - MA or PhD in Education Administration/Leadership
 - **[List alternatives to the above qualifications that the Board may find appropriate and acceptable]**
- **Experience: [List minimum years of experience and type of experience required (e.g., a minimum of three years of experience working as a principal, assistant superintendent, or superintendent)]**
- **Core competencies:**
 - Ability to help school board set a data-informed vision and goals for the district in collaboration with key district stakeholders
 - Ability to support and assist board in remaining vision oriented and goal focused
 - Ability to manage and motivate school personnel in a manner that supports the district's vision and accomplishes its goals
 - Ability to strategically allocate resources and manage operations in a manner that supports goals and complies with law
 - Ability to implement and oversee systems for monitoring progress toward goals and systems of continuous improvement specifically targeted at student achievement and instruction

REPORTS TO

[Name of District] School Board

SUPERVISES

Directly or indirectly, every district employee **[excluding the business manager]**

EVALUATION

By Board in accordance with North Dakota Century Code **[and district policy]**

JOB EXPECTATIONS

- Assists the board with data-informed goal development and takes actions necessary to accomplish these goals.
- Competently carries out roles and responsibilities as assigned by the board and takes steps to assist the board with understanding and executing its role.
- Oversees qualified, high-quality district staff and maintains positive and professional working relationships with them.
- Oversees the development, review, and implementation of academic and support programming that fosters the growth and success of all district students.
- Is engaged in the community and takes steps necessary to ensure the community is engaged in district schools.
- Efficiently and prudently oversees school district finances and facilities, equipment, and supplies; operational decisions are aligned with the district's goals and strategic plan.

Performance Responsibilities

1. Goal and Vision Setting

- a. Assists board with developing or updating a district-wide strategic plan that is based on district data, the district's mission, and other identified district needs; the plan outlines both short- and long-term goals.
- b. Provides for regular reports to the board on steps taken to accomplish short- and long-term goals and demonstrates progress toward accomplishing district goals.

2. Board Relations

- a. Works with the board president to set the board agenda; makes sure agenda contains more "big picture" items than minutia and that each month at least some agenda items relate to district's goals and strategic plan.
- b. Executes all roles and responsibilities in the job description and in policy and reports to board on policy implementation and amendments as needed.
- c. Ensures that board packets contain information necessary for board decision making and submits meeting packets to board at least **[#]** days prior to board meetings.
- d. Answers board questions in a timely manner.
- e. Provides accurate information to the board, staff and public.
- f. Communicates with the board throughout the month via updates—not just at monthly board meetings.
- g. Complies with state and federal law.

- h. Complies with district policies.
- i. Upholds the ESPB Professional Code of Conduct.
- j. Makes all administrative decisions necessary for the proper function of the District that do not need review or reconsideration by the Board.
- k. Takes final responsibility for execution of any duties that are delegated.

3. Human Resource Management

- a. Ensures development of job descriptions for district staff; ensures hiring policies, procedures, and laws are followed to select and retain qualified employees.
- b. Makes infrequent recommendations to the board to nonrenew for cause, discharge licensed staff, or dismiss ancillary staff, typically after efforts to help the employee improve.
- c. Plans and executes staff training/professional development as evidenced by reports to the board, including reports on the outcome of staff training/professional development.
- d. Manages the personnel evaluation system including developing and reviewing personnel evaluation forms and ensuring completion of evaluations by applicable deadlines in law and/or district policy.
- e. Oversees system of employee remediation including ensuring that professional development is provided to teachers and principals who need to improve their instructional performance or administrative skills; reports to board on impact of coaching programs without referencing specific staff members.
- f. Ensures that district administrators hold orientation for new staff to familiarize them with policies, procedures, and job duties.
- g. Recommends to the board programs to recognize outstanding staff members and to encourage staff engagement.
- h. Recommends to the board policies and negotiated agreement amendments designed to promote a fair, equitable, safe, and productive workplace, including policies on employee conduct, benefits, safety, and workload distribution.
- i. Seeks input from and regularly communicates with staff on district goals, needs, issues, and changes to programs/policies/procedures.
- j. Encourages and empowers principals to make decisions on behalf of their buildings and to implement innovative programs and services in their buildings.

4. Curriculum and Student Support Services

- a. Presents the board with data on indicators of student achievement and post-secondary preparation (e.g., graduation rates, remedial coursework enrollment trends, college acceptance rates, grade remediation trends, number of scholarship recipients, etc.) to help identify curricular needs and inform the district's strategic plan.
- b. Brings curriculum changes to the board for approval as needed, explaining how these changes support the district's mission, strategic plan, and goals.

- c. Meets or corresponds regularly with building administrators to discuss implementation of curriculum, including instructional strategies and challenges associated with implementation; the superintendent shares these discussions with the curriculum committee.
- d. Recommends to the board for approval programs that allow for research-based instruction and course offerings; such programs include plans of implementation.
- e. Ensures that all school buildings have and use intervention programs to identify students in need of additional assistance academically, socially, and emotionally.
- f. Recommends to the board for adoption policies and programs designed to make the overall educational environment safe and to encourage student engagement including policies and programs on safety, conduct, recognition programs, and extracurricular activities.
- g. Schedules annual board review of district policies on student support services for special categories of students including disabled, migrant, English Language Learners, and homeless students to ensure these policies are meeting these students' needs.
- h. Completes state assessments in accordance with law, and required data are reported in Powerschool at the time and in the manner required by law.
- i. Reports aggregated student assessment results and other student achievement indicators to board, staff, and community as available.

5. Community Relations

- a. Attends the meetings of, or is involved in the activities of, community and civic organizations as directed by the Board.
- b. Oversees implementation of a community communication plan, which includes a district newsletter issued to parents **[and community members]**; regularly speaks to the news media about school activities, successes, and events; and uploads information about district schools and initiatives on the district's website **[and social media]**.
- c. Works with key community stakeholders to help further the district's mission and support district schools (e.g., law enforcement and social service agencies).
- d. Recommends to the board, as needed, public hearings to receive input on district issues.
- e. Identifies ways to invite the community into district schools for programs, activities, and events.

6. Operations and Resource Management

- a. Makes budget recommendations to the board that take into account ending fund balance requirements in NDCC 15.1-07-29 and 15.1-27-35.3.
- b. Ensures that the special reserve fund does not exceed limitations in NDCC 57-15-14.2; assists the business manager to ensure that these funds are invested in accordance with restrictions in law and in a manner meant to maximize return.
- c. Explains to the board how the budget supports the district's strategic plan and goals.

- d. Makes mill levy recommendations to the board based on actual needs as clearly explained to the board during budget discussions.
- e. Makes building levy recommendations to the board that are based on justified needs, including long-term demographic information and/or a deferred maintenance plan.
- f. Assists the business manager and board with ensuring that the budget is approved and mill levies are certified in accordance with deadlines in laws.
- g. Oversees a district-wide system of purchasing that helps the district stay on budget and brings cost-savings recommendations to the board.
- h. Seeks and recommends to the board new sources of revenue (e.g., grants, loans, donor contributions) appropriate for the district.
- i. Ensures that school buildings, grounds, and equipment are well maintained and typically in proper working order.
- j. Ensures that the insurance carrier has up-to-date information on all district-owned buildings, equipment, and supplies, and insurance coverage is adequate to cover potential loss.
- k. Develops, or assists the business manager with developing, a deferred maintenance plan for school buildings and a transportation replacement plan for the school fleet, which is discussed with the board.
- l. Establishes a process for administrators to request needed equipment and supplies and developed timelines for submitting these requests consistent with budget cycles.
- m. Performs or requires building administrators to perform a risk management assessment **[with the assistance of its insurance carrier]** to determine facilities and equipment that need repair.

Advertising for a Superintendent

All advertising for a superintendent vacancy should include a statement that applicants are eligible for Veterans' Preference and that the district is an Equal Opportunity Employer. The advertisement should include a closing date. *See Appendix (pg. 25) for Sample Superintendent Recruitment and Appointment Policy.*

Superintendent Interview

If the board as a whole, a quorum of the board, or a committee of board members with delegated authority, conducts interviews of the superintendent candidates, it must be done at an appropriately noticed open meeting.

Superintendent Criminal History Record Checks

North Dakota law requires that all individuals hired after June 30, 2011, and having unsupervised contact with students at the school have undergone a criminal history records check required by the school district or undergone a criminal history background check in order to be licensed by a state licensing board. N.D. Cent. Code §15.1-06-06(1)(f).

A criminal history record check is a search of confidential law enforcement databases, cross-referencing by the person's name, date of birth, social security number, and other specific identifiers (including fingerprints). The extensive cross-referencing ensures that the result relates only to that person, even if the person has used several names or there are other individuals with the same name. By law, only the North Dakota Bureau of Criminal Investigation (BCI) can supply a criminal history record check. Criminal history records are confidential, and any board discussion about a superintendent candidate's criminal history record shall be held in executive session.

A criminal history record check is different from a background check.

Background Check

A background check often includes talking with references and others who are familiar with the applicant as well as a search of publicly available online records (such as court records, sex offender registries, and other unofficial sources), cross-referencing only by the person's name. These public records may have data for more than one person with the same name or may be out of date. If you have a question about information included on a background check report, you must contact the private company directly.

Superintendent Contract

Superintendents may be offered up to a three-year contract under law. N.D. Cent. Code §15.1-09-33(25). The contract may be renewed at the end of the contract term. **Best practice is to offer a superintendent a one-year contract the first year.** The contract for the superintendent must be specific to the superintendent. It is not appropriate to use a standard teacher contract for the agreement with the superintendent.

The terms of the superintendent contract may be different from the terms of the teacher contracts in a school district. The contract should specifically state the number of months, start date, end date, and number of vacation days, if any. The superintendent is not covered by the terms of the negotiated agreement, therefore, the benefits need to be specified in the superintendent contract. Some boards prefer to cover benefits such as professional development leave for superintendents in policy. *See Appendix (pg.29) for Sample Superintendent and Other Administrative Professional Development Policy.*

Sample Superintendent Contract

This Employment Contract, made and entered into this _____ day of _____, _____, between the _____ School Board, hereinafter called "DISTRICT," and _____, hereinafter called "SUPERINTENDENT."

WHEREAS, DISTRICT desires to employ SUPERINTENDENT as the chief administrative officer, and SUPERINTENDENT desires to be employed as the chief administrative officer;

NOW, THEREFORE, parties agree as follows:

1. **Employment and Term.** DISTRICT hereby employs SUPERINTENDENT, and SUPERINTENDENT hereby accepts employment upon the terms and conditions hereinafter set forth for the term of _____ year(s) commencing on the _____ day of _____, _____, and ending on the _____ day of _____, _____.
2. **Compensation.** DISTRICT shall pay SUPERINTENDENT a salary of \$ _____ per year, payable in _____ equal installments, commencing on _____, _____, and continuing thereafter during the term of the employment contract.
3. **Sick Leave.** SUPERINTENDENT shall be entitled to _____ days of sick leave annually. Sick leave is cumulative to _____ days.
4. **Vacation.** SUPERINTENDENT shall receive _____ days of vacation annually, exclusive of legal school holidays. _____ days of vacation may be carried over annually.
5. **Other Benefits.** [e.g., NDCEL Dues, National Dues. (Single) (Single Plus Dependents) (Family) Medical Policy. Employer Portion (_____ percent) of ND Teachers' Fund for Retirement]
6. **[Moving Expenses.** \$ _____ will be provided for moving expenses.]
7. **Policies of the DISTRICT.** The SUPERINTENDENT agrees to abide by and administer policies of the DISTRICT so long as those policies do not conflict with state or federal law.
8. **Evaluation.** SUPERINTENDENT shall be evaluated according to the job description which has been adopted by the DISTRICT and which is made a part of this contract, following provisions of NDCC 15.1-14-03.
9. **Termination of Employment Contract.** This Employment Contract may be terminated by mutual agreement of the parties. Procedures for nonrenewal, discharge, and resignation will follow the applicable provisions of the North Dakota Century Code.
10. **Savings Clause.** If any portion of this contract is determined to be invalid or unenforceable, the remainder of the contract shall not be affected and shall remain in force.

11. **Deadline for Acceptance.** This contract must be signed and returned to the business manager by **[time]** on the _____ day of _____, _____ or it will be deemed rejected.
12. **Entire Agreement.** This contract contains the entire agreement of the parties. It may be amended only by written agreement signed by the parties.

IN WITNESS WHEREOF, DISTRICT has caused the Employment Contract to be approved by its Board and executed on its behalf by a duly authorized officer, and SUPERINTENDENT has approved the Employment Contract the year and date first written above.

School Board President

Superintendent

ATTEST:

Business Manager

Superintendent Evaluation

Evaluating the superintendent is the key to documentation of unsatisfactory performance. Evaluation is mandatory for nonrenewal and termination. The law mandates that boards meet three requirements in each performance area that is not satisfactory:

1. a rating of unsatisfactory,
2. a detailed statement of the basis for the finding of unsatisfactory, **and**
3. recommendations in each unsatisfactory area.

Mandatory Evaluations

Law requires all superintendents to receive two written performance reviews each year based on the job description and any other performance standards established by the board. The first evaluation is a formative evaluation of the superintendent's performance and must be completed and adopted by a majority vote of the school board **on or before November 15**. The second evaluation is a formal evaluation of the superintendent's performance and must be completed and adopted by a majority vote of the school board **on or before March 15**. N.D. Cent. Code §15.1-14-03.

Each board member shall individually evaluate the superintendent. The board president shall give an evaluation instrument to each board member prior to the evaluation deadline. Board members are required to rate the superintendent's performance as either satisfactory or unsatisfactory in each area of performance identified in the job description. **DO NOT** use any other type of rating system or point-based scale. If a

board member rates the superintendent as unsatisfactory in any area, the board member shall provide an explanation and recommendations for improvement in the evaluation.

Individual comments from each board member shall be compiled onto one collective evaluation form prior to discussion of the evaluation at an **open meeting**. This task is made easy for boards that use the online version of the superintendent evaluation because the board president can compile board member comments electronically without having to rewrite each statement. The evaluation must be voted on by members of the board. Any discrepancies among board members about the superintendent's rating in any of the performance areas evaluated shall be discussed during the open meeting and a decision reached through roll call vote. If an unsatisfactory rating is given by the board in any area, the board must detail its findings and provide recommendations for improvement. An improvement plan document would include the following:

1. Assessment items on the evaluation form that were determined to be unsatisfactory.
2. A timeline for progress to be made in each evaluation category determined to be unsatisfactory.
3. Evaluation of progress toward success.
4. Superintendent's reflection on each item.

Approval of the evaluation must be by a simple majority vote of the board at the open meeting at which the evaluation is discussed. The board **SHOULD NOT** give the superintendent an overall rating. Upon approval of the evaluation, the board president shall present it to the superintendent.

A copy of both the formative and formal evaluation should be placed in the superintendent's personnel file and a copy should be provided to the superintendent. After receiving the evaluation, the superintendent may provide a written response to the board. The superintendent's response must be placed in the superintendent's personnel file. N.D. Cent. Code §15.1-14-03.

The statutory evaluation requirements should be viewed as minimum, not maximum, standards. The purpose of the first evaluation should be to place a superintendent on notice as to deficient or unacceptable performance, while the second should document the continued existence or correction of those deficiencies. NDSBA recommends adoption of a policy on superintendent evaluation to guide boards through this process. See *Appendix (pg. 27) for Sample Superintendent Evaluation Procedure Policy*.

Sample Superintendent Evaluation

See *Appendix (pg. 35)*
NDSBA Superintendent Evaluation Template

Using 360 Degree or Peer Evaluations

A 360 degree evaluation refers to evaluation data gathered from people all around the superintendent. This might include principals, parents, teachers, other staff, or other community leaders. The responses are usually gathered anonymously, but not always.

The most important idea to remember when using the 360 evaluation is that the responses to the questions are not an evaluation by themselves. The responses are merely information provided to the board for use in developing the board's evaluation of the superintendent. The board is still charged with filtering the information obtained from the 360 evaluation, determining its validity and relevance, and ultimately developing a board evaluation that may or may not directly reflect the comments and rankings given by those who responded to the 360 questionnaire.

Superintendent Professional Development Plans

A professional development plan, or an improvement plan, may be implemented for a number of reasons: unsatisfactory evaluations in any evaluation category, to encourage professional growth, in response to an investigated complaint, to clarify job expectations, to establish performance goals, or other reasons as determined by the board.

The key when implementing any type of professional development plan or improvement plan is to clearly identify the goals, expectations, concrete action steps, and timelines for improving performance. A timeline for meeting the expectations must also be clearly set and progress or lack of progress must be documented.

Sample Professional Development Plan

SUPERINTENDENT PROFESSIONAL DEVELOPMENT PLAN

Identify performance growth goals tied to your district's improvement plan or superintendent goals.

PROFESSIONAL GOAL	SUPERINTENDENT ACTION STEPS	TIMELINE FOR COMPLETION	EVALUATION OF PROGRESS TOWARD SUCCESS	SUPERINTENDENT'S REFLECTION

Contract Renewal

The contract of a school district superintendent is deemed to be renewed for a period of one year from its termination date if:

1. On or before April 15, the board of a school district has not provided written notification to the superintendent regarding a contemplated nonrenewal of the superintendent's contract; or
2. On or before June 1, the superintendent has not provided to the board a written resignation.

N.D. Cent. Code §15.1-14-11

Contract Nonrenewal – employed for two or more years

North Dakota Century Code chapter 15.1-14 contains all of the procedural requirements related to nonrenewal of a superintendent. It is essential that boards considering nonrenewal of the superintendent become familiar with legally mandated procedural requirements early in the school year to ensure that the entire process is executed in

compliance with law. It is also recommended that the board retain legal counsel, especially if a less than amicable separation is anticipated.

Reasons for Performance Nonrenewal

If a decision is made to recommend contemplated nonrenewal, the reason(s) for that recommendation must be sufficient to justify the contemplated nonrenewal and relate only to the reasons listed in North Dakota Century Code section 15.1-14-09(2):

- Ability
- Competence or
- Qualifications

The reasons must originate from specific findings in the performance evaluations required by section 15.1-14-03. These provisions do not apply if the nonrenewal is based on a necessary reduction in force.

Contemplating Nonrenewal and Board Action for Superintendents Employed Two or More Years

If the board is contemplating nonrenewal of a superintendent, the board shall discuss the contemplated nonrenewal at an open meeting. The board must state the reasons upon which the recommendation for nonrenewal is made. The reasons must reflect the reasons listed in statute and must be documented in formal, written evaluations of the superintendent. This documentation should NOT be presented or discussed until the hearing.

After the reasons are presented, the discussion should be limited to the sole question: “Do the reason(s) given reflect reasons in statute: ability, competence, or qualifications of the superintendent?” N.D. Cent. Code §15.1-14-09(2). Questions regarding the substance of the stated reasons should be reserved for the actual hearing. Without further inquiry in substantiation of the grounds for nonrenewal, the board should vote, by roll call, on a motion such as:

Sample Motion to Contemplate Performance Nonrenewal

I move that a special meeting of the board be held at **[place]**, on **[date – no later than April 21]**, beginning at **[time]**, at which the board will discuss and act on the contemplated nonrenewal of the current contract of **[Superintendent’s name]** for the reasons set forth, and I move that the business manager send the superintendent a letter to that effect, including the specified reasons.

Notice to the Superintendent

If the board contemplates not renewing the contract of a superintendent who has been employed by the board in that position for at least two consecutive years, the board must provide written notification of the contemplated nonrenewal to the superintendent **no later than April 15**. N.D. Cent. Code §15.1-14-09(1).

The board must schedule a hearing to be held **on or before April 21** for the purpose of discussing and acting on the contemplated nonrenewal. The Board must provide notice of the date, time, and place of the hearing to the superintendent. N.D. Cent. Code §15.1-14-09(1)(b).

The preferred method of delivery is in person, with the individual acknowledging receipt of the letter in writing. A suggested format for this letter is provided below.

Sample Notice of Contemplated Performance Nonrenewal

Dear **[Superintendent's name]**:

You are hereby advised that the school board of **[Name of District]** School District has voted to contemplate not renewing your contract for the coming school year for the following reasons: **[List reasons]**

A hearing for the purpose of discussing and acting on this contemplated nonrenewal will be held on **[month, day, year]** at **[time] [am OR pm]** at the **[place]**.

You are also advised that the hearing will be an executive session unless you and the board agree to admit the public. You are further advised that you have the right to be represented at the meeting by any two representatives of your choosing. Your spouse or one other family member may also be present if you desire. If you request a continuance of the hearing, it will be granted for a period not to exceed seven days.

If, as a result of the hearing, the board determines that your contract for the coming year will not be renewed, you will be so advised in writing of that fact by May 1, **[year]**.

Sincerely,

[Name], Board President
[Name of District] School Board

I acknowledge receipt of the original of the above letter this _____ day of _____, _____.

 Superintendent's signature

Note: The date for this hearing must be no later than April 21.

If the superintendent submits a request for a different date for the meeting, reasonable efforts to accommodate scheduling are recommended. When possible, the request should be granted without requiring the use of the statutory right to a continuance. However, the request should be submitted in writing and proper notice of the new date must be given to the superintendent, the board, newspaper, and county auditor (NOTE: Law allows districts to post notice on their websites in lieu of providing notice to the county auditor).

The rescheduled meeting should be held no later than April 21. The granting of an extension beyond April 21 can occur in extraordinary circumstances such as medical situations. Legal counsel should be involved in drafting any such agreement because it needs to include a waiver of the May 1 deadline for written notice of the nonrenewal decision. At the rescheduled meeting, the written request for a change of meeting date should be numbered as an exhibit and made part of the record of the meeting.

Due Process Hearing and Notice of Board Decision

North Dakota Century Code section 15.1-14-09 requires the reasons for a decision to nonrenew a superintendent contract "must originate from specific findings documented in the formal evaluation of the superintendent's performance." This statutory requirement reflects the mandated correlation between evaluations and the board's decision.

Although all superintendents are entitled to two evaluations each year, only superintendents who have been employed for two or more years are entitled to an evidentiary hearing before being nonrenewed. N.D. Cent. Code §15.1-14-12.

Unless agreed to by the board and the superintendent, the hearing must be held in executive session. Best practice is to hold the hearing in executive session because no action for libel or slander may be brought regarding any communication made at an executive session for the purpose of superintendent nonrenewal. N.D. Cent. Code §15.1-14-10(7).

The superintendent may invite to the hearing any two representatives to speak on behalf of the superintendent and may invite the superintendent's spouse or another family member. N.D. Cent. Code §15.1-14-10(4)(a).

The board may invite to the hearing any two representatives to speak on behalf of the board and may invite the school district business manager. N.D. Cent. Code §15.1-14-10(4)(b).

At the hearing, the board presents its testimony or documentary evidence to substantiate reasons for the contemplated nonrenewal. N.D. Cent. Code §15.1-14-10(1). The superintendent may call witnesses and present evidence necessary to refute the reasons for nonrenewal. N.D. Cent. Code §15.1-14-10(2). Each witness may be questioned for clarification. N.D. Cent. Code §15.1-14-10(3).

If the superintendent requests a continuance, made at any time prior to the board's vote, it must be granted. N.D. Cent. Code §15.1-14-10(6). The granting of the continuance must be done formally at the hearing. Only the superintendent can request a continuance for a period not in excess of seven days. The board does not have this option.

Under no circumstances should the board president permit anyone else to take control of the nonrenewal hearing. It is the board's responsibility to conduct a dignified, business-like procedure for a specific purpose. The sample Contemplated Performance Nonrenewal Hearing Procedural Memorandum included below can be used by board presidents in the actual conduct of the meeting.

Sample Contemplated Performance Nonrenewal Hearing Procedural Memorandum

(For use by the board president in conducting a nonrenewal hearing)

1. Call the meeting to order, have business manager record those in attendance.
2. Determine if hearing shall be an executive session:
 - a. Ask superintendent if an executive session or open hearing is requested. If superintendent is not present and has not submitted a signed written request for an open meeting, the hearing must be in executive session.
 - b. If superintendent requests executive session, the hearing must be in executive session.
 - c. If superintendent requests an open hearing, ask board if there is a motion to open the hearing. (Both parties must agree to open the hearing or it is an executive session by law. If there is no motion, second, and majority approval by the board to open the hearing, it must be an executive session.)
NOTE: Protection for libel and slander only exists if the hearing is held in executive session. See N.D. Cent. Code §15.1-14-10(7).
 - d. If an executive session is to be held, recess the open hearing and adjourn to executive session citing the statutory authority for the executive session, North Dakota Century Code section 15.1-14-10. Request that all those leave who are not permitted by statute to remain.

- e. If the superintendent requests a continuance at any time during the hearing, that request must be granted for a period not in excess of seven days.

THEN READ ITEMS 3 THROUGH 8 VERBATIM:

- 3. *Would each party designate those people who will act as their two representatives, so it can be recorded in the minutes?*

Superintendent Representatives

Board Representatives

- 1.
- 2.

- 1.
- 2.

- 4. *This hearing is being held in accordance with North Dakota Century Code sections 15.1-14-09 and 15.1-14-10 and is for the purpose of discussing and acting upon the contemplated nonrenewal of **[Superintendent's name]**'s current contract.*

- 5. *The board is required to hear all testimony and review all evidence presented at the hearing and to make a determination regarding the nonrenewal.*

- 6. *The reasons for nonrenewal of **[Superintendent's name]**'s contract must be sufficient to justify the contemplated action of the board and shall not be frivolous or arbitrary, shall be drawn from specific and documented findings with respect to **[Superintendent's name]**'s overall performance, and the board's action shall be a good faith decision related to **[list reasons]**.*

- 7. *If the board determines that the reasons for nonrenewal have not been substantiated, the board shall dismiss the nonrenewal proceedings.*

- 8. *The proposed procedure for this hearing is as follows:*

- a. *The board will present its evidence in support of the reasons for nonrenewal.*

- b. *The superintendent or the superintendent's representative will then be allowed to question each witness for the purpose of clarification, following which the board members may also question each witness for the purpose of clarification. When there are no further questions of a witness, that witness will be excused and the same procedure will be used for the next witness.*

- c. *Any exhibits presented for consideration will be numbered in the same order they are received and will be made a part of the minutes of this hearing.*

- d. *When the board has completed its presentation, the superintendent may produce witnesses or evidence to refute the reasons. The same procedure for questioning will be used.*

- e. *Following the superintendent's presentation of evidence, each party will be given a final opportunity to present any additional evidence deemed necessary by that party, and board members will be given an opportunity to ask further questions.*

- f. *When all witnesses have been heard, each party will be allowed to make a closing statement with the board representative making the first statement.*

- g. Following the closing statements, discussion will be limited to board members only. The board will then determine whether the reasons given for the contemplated nonrenewal have been substantiated. If the board finds that the reasons have not been substantiated, the nonrenewal proceedings will be dismissed. If the board finds that the reasons have been substantiated, the board will then vote as to whether to nonrenew.*
- h. Is this procedure acceptable to all parties?*

THIS COMPLETES THE MATERIAL THAT IS TO BE READ VERBATIM.

Procedure

Once a procedure has been agreed upon, the board president should proceed as follows:

1. Distribute copies of the letter of contemplated nonrenewal, state that it will be marked as "Exhibit 1," and include it in the minutes.
2. Number all exhibits in the order presented and include them with the minutes.
3. Ask board representative to present evidence in support of the reasons first.
4. Allow for questioning of each witness by the superintendent and the board. If the hearing is held in executive session, each witness should be asked to leave after all questioning of that witness is completed.
5. When board evidence has been presented, ask superintendent to present evidence or witnesses to refute the reasons given. The same procedure is followed for each superintendent witness.
6. After all testimony is in, ask for closing statements—first from the board representative, then from the superintendent.
7. Distribute Motion to Nonrenew for Performance and Motions to Dismiss Performance Nonrenewal Proceedings; request motion and second; discussion by board members only; then vote by roll call vote (including board president). If a motion fails resulting in no action taken, one of the other motions may be in order.
8. Adjourn meeting. If an executive session, instruct board not to discuss the hearing's content, collect all materials that were distributed, adjourn the executive session, call the public back in, reconvene the open special meeting, announce the roll call vote so that it becomes a matter of public record, and adjourn the special meeting.
9. If the board votes to nonrenew and notify, be certain that the Notice of Performance Nonrenewal (see below) is delivered **on or before May 1**.

Sample Motion to Nonrenew for Performance and Notification

I move that the board finds that the reasons for nonrenewal have, in fact, been substantiated; that the reasons for nonrenewal have been drawn from specific and documented findings with respect to the overall performance of the superintendent and are related to the reasons stated in the letter of contemplated nonrenewal, dated **[date]**, as formally reviewed by the board at this hearing; that the current contract of **[Superintendent name]** not be renewed for the reasons stated in that letter; and that the business manager provide written notice to **[Superintendent's name]** of this determination not to renew said contract, on or before May 1.

Sample Motions to Dismiss Performance Nonrenewal Proceedings (Two Options)

Option 1: I move that the board finds that the reasons for nonrenewal have not been substantiated and that this nonrenewal proceeding be dismissed; OR

Option 2: I move that the board finds that the reasons for nonrenewal have, in fact, been substantiated, but that this nonrenewal proceeding be dismissed.

Notice of Board's Decision

It is crucial that the superintendent receive written notice of nonrenewal **no later than May 1** in all nonrenewal decisions. Delivering this letter in person is recommended.

Sample Notice of Performance Nonrenewal

Dear **[Superintendent's name]**:

In accordance with North Dakota Century Code section 15.1-14-10(8), you are hereby notified that your current contract will not be renewed. This determination was made by the **[Name of District]** School Board, at a special meeting held on **[month, day, year]**.

Dated this _____ day of _____, _____.

[Name], Business Manager
[Name of District] School Board

I acknowledge receipt of the original of the above letter this _____ day of _____, _____.

 Superintendent's signature

Note: Deliver personally or mail by certified mail, return receipt requested, addressee only, so it is received on or before May 1.

Contract Nonrenewal – employed for less than two years

If the board of a school district decides not to renew the contract of a superintendent who has been employed by the board in that position for less than two years, the board shall provide written notice of the nonrenewal to the superintendent **before May 1**. At the request of the superintendent, the board shall meet with the superintendent to convey the reasons for the nonrenewal. This meeting must be an open meeting. N.D. Cent. Code §15.1-14-12.

Superintendent Discharge

North Dakota Century Code sections 15.1-14-04 through 15.1-14-08 outline the process for discharging a superintendent during the contract term.

A school board may dismiss a superintendent prior to the expiration of a contract for any of the following causes:

1. Immoral conduct
2. Insubordination
3. Conviction of a felony
4. Conduct unbecoming the position of superintendent
5. Failure to perform contracted duties without justification
6. Gross inefficiency that the superintendent has failed to correct after written notice
7. Continuing physical or mental disability that renders the superintendent unfit or unable to perform the superintendent's duties

The advice of legal counsel is recommended for discharge of a superintendent.

Suspension Pending Discharge

A school board may suspend the superintendent if, by unanimous vote, the board determines that suspension is appropriate during the period in which a discharge is pursued. If the superintendent is discharged for cause, the board may determine the amount of compensation, if any, due the superintendent during the period of suspension. If the superintendent is not discharged, the board may not apply any reduction to the superintendent's salary for the period of suspension. N.D. Cent. Code §15.1-14-08.

Superintendent Resignation

Resignations are one way to terminate continuing contract rights. If the board accepts a voluntary resignation from the superintendent, it would eliminate the need for a nonrenewal or discharge hearing. The board should carefully review any conditions attached to a voluntary resignation.

Sample Resignation Letter

This letter is to inform you that I am resigning my position as Superintendent for the **[District Name]** School District. I ask that I be released from my contract effective **[date]**. I voluntarily waive my hearing and notice rights included in chapter 15.1-14 of the North Dakota Century Code.

Dated this _____ day of _____, _____

Respectfully submitted,

Superintendent

Date of board motion to accept resignation _____

Sample Motion to Accept Resignation

I move the board accept the resignation of Superintendent **[name]**, effective _____.

Investigating Complaints about the Superintendent

Complaints about the superintendent should be directed to the board president and investigated in accordance with the applicable district policy. It is important that the board remains as impartial as possible while the board president investigates the complaint. The primary reason for this is to protect the school board's ability to conduct a due process hearing, which will withstand judicial review, if either nonrenewal or discharge proceedings are needed. Publicly hearing a complaint at an open board meeting is not advised.

NDSBA has created a frequently asked questions document to guide boards through the investigation process. This document can be found in the Appendix (pg.32).

Appendix

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RECOMMENDED

Descriptor Code: CAAA

SUPERINTENDENT RECRUITMENT AND APPOINTMENT

Recruitment

The Board shall develop a list of qualifications and a job description for the new superintendent. The Board will establish a salary range for the position and determine the method of advertising the vacancy. The Board may actively seek qualified applicants from within and outside of the District. The Board may appoint a screening committee or hire a consultant to assist in the search. However, the final selection will rest with the Board.

Advertising

When advertising externally for a superintendent vacancy, the advertisement should include a statement that applicants are eligible for Veterans' Preference and shall include a statement that the District is an Equal Opportunity Employer. The advertisement should include a closing date, minimum qualification requirements, and instructions regarding access to the job description and other application material.

Qualification Screening

The Board shall make available to each applicant the job description and list of qualifications. **[Optional: As part of the qualifications screening, candidate is required to consent to a criminal history record check. The Board President or designee shall be charged with reviewing the criminal history record of superintendent candidates and shall report to the Board on whether or not a candidate is eligible based on the criminal history record check, without revealing the details of this confidential record.]**

The Board shall narrow the pool of candidates based on an assessment of each candidate's qualifications. All qualified applicants must be screened through the competitive personnel system described below.

Competitive Personnel System

The Board uses a competitive personnel system to screen all qualified superintendent applicants. This system consists of the following components: **[phone interviews,] [an aptitude exam,] [face-to-face interviews,] [other components]**. Under this system, the Board scores applicants eligible for Veterans' Preference **[on a 100-point scale]** in accordance with NDCC 37-19.1-02. **[The competitive personnel system is tiered, and applicants must receive a passing score at each stage of the screening process to advance to the next stage.]** The Board or its designee shall develop a rubric for scoring superintendent applicants under the competitive personnel system and for defining the threshold for a passing score.

The District may further investigate the qualifications of applicants who received a passing score under the competitive personnel system by checking sources such as references, employment history, **[and background check databases]**, etc.

RECOMMENDED

Descriptor Code: CAAA

Interviews at Open Meetings

Interviews with superintendent candidates must be conducted at an open meeting with the Board or its designated screening committee.

Selection

The Board shall select for hire the most qualified superintendent applicant remaining after all screening steps are complete.

Voting Requirements for Selection

A **[simple] [two-thirds]** majority vote of the board members at a meeting is required for the employment of a superintendent.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- BCAD, Executive Session
- CAAA-E, Superintendent Job Description
- DBAC, Recruitment & Hiring Teachers
- DBAA-AR, Background Check Screening Procedure

End of [Name of District] Policy CAAA..... Adopted:

[03/17]

RECOMMENDED

Descriptor Code: CAAB

SUPERINTENDENT EVALUATION PROCEDURE

Format of Evaluation Instrument

The Board shall approve a superintendent evaluation instrument that is reasonably related to the superintendent's job description and the goals and objectives of the District (see CAAB-E1). The evaluation instrument shall require board members to rate the superintendent's performance as either satisfactory or unsatisfactory in each area of performance identified in the job description. If a board member rates the Superintendent as unsatisfactory in any area, they shall provide an explanation and recommendations for improvement in the evaluation. The Board shall not assign an overall performance rating to the superintendent's evaluation.

Evaluation Process

[Each month, as part of the regular school board meeting, board members should complete a superintendent evaluation worksheet to track the superintendent's performance and to assist with completing the November 15 and March 15 evaluations required by state law (seeCAAB-E2).]

The Board shall evaluate and assess the performance of the Superintendent according to state law.

NDSBA has a *Superintendent Evaluation Template* for boards to use in the evaluation process (see Appendix pg. 35.)

Twice a year, the Board President shall schedule a board meeting to discuss and approve the superintendent's evaluations on or before the deadlines for evaluation completion established by law. The Board President shall disseminate the evaluation instrument to individual board members prior to such meetings, set a deadline for their return, and collect and combine the completed evaluations prior to the meeting.

The Board President shall tally and combine all ratings and comments contained on individual board member's evaluations onto one document (see CAAB-E3) and should provide a copy of this document to all board members prior to the meeting in which the superintendent's evaluation will be discussed and approved (see CAAB-E4). Any discrepancies among board members about the superintendent's rating in any of the performance areas evaluated must be discussed and a decision reached through a roll call vote of a simple majority of the Board, at the open meeting, when the evaluation is discussed. For any performance area rated as unsatisfactory, the Board, through a roll call vote, shall approve all comments explaining this rating and all recommendations for improvement. All board-approved comments and recommendations must be included on the evaluation that the Board provides to the Superintendent.

RECOMMENDED

Descriptor Code: CAAB

Post-Approval Procedures

Upon approval of the evaluation, the Board shall discuss the evaluation with the Superintendent. The Board President shall present a copy of the approved evaluation to the Superintendent and place a copy of the approved evaluation in the superintendent's personnel file. Superintendent evaluations must be retained for six years after the Superintendent separates from district employment.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- CAAA-E, Superintendent Job Descriptions
- CAAB-E1, Superintendent Evaluation Template
- CAAB-E2, Superintendent Evaluation Worksheet
- CAAB-E3, Superintendent Evaluation Summary
- CAAB-E4, Sample Motion for Superintendent Evaluation

End of [Name of District] Policy CAAB..... Adopted:

[03/17]

RECOMMENDED

Descriptor Code: CCA

SUPERINTENDENT & OTHER ADMINISTRATIVE PROFESSIONAL DEVELOPMENT¹

The Superintendent and administrators shall comply with all licensure and credential renewal requirements established by the Department of Public of Instruction and the Education Standards and Practices Board.

Superintendent Professional Development

The Board shall pay for the superintendent's membership in the following associations: **[list association names]**.

The Superintendent is authorized to take **[# of]** days for professional development each school year². However, the Superintendent shall avoid absences that will be detrimental to district operations. The Superintendent shall notify the Board and receive approval prior to attending any professional development training lasting more than **[#]** sequential business days. The Superintendent shall request board approval for participation in professional development activities that will incur **[costs] [a cost of \$ (list amount) or more]**. The District shall reimburse the Superintendent for registration/participation fees and travel, lodging, and meals at state reimbursement rates, provided participation was approved by the Board through policy or board action.

Professional Development for Other Administrative Staff

The Board shall pay for the administrative staff's membership in the following associations: **[list association names]**. For the purposes of this policy, "administrative staff" means school principals **[and (list others)]**.

Administrative staff may take **[# of]** days for professional development each school year³. However, administrative staff shall avoid absences that will be detrimental to district operations. Administrative staff shall notify the Superintendent and receive approval prior to attending any professional development training lasting more than **[#]** sequential business days. The Superintendent shall request board approval for administrative staff participation in professional development activities that will incur **[costs] [a cost of \$ (list amount) or more]**. The District shall reimburse administrative staff for registration/participation fees and travel, lodging, and meals at state reimbursement rates, provided participation was approved by the Board through policy or board action.

¹ Boards should review the superintendent and administrators' contract prior to adopting this policy. Do not adopt any portion of this policy covered by these contracts.

² For purposes of this section, "school year" means the period beginning July 1 and ending June 30.

³ For purposes of this section, "school year" means the period beginning July 1 and ending June 30.

RECOMMENDED

Descriptor Code: CCA

Long-Term Professional Development Leave

The Board may grant unpaid **[or paid]** long-term professional development leave to the Superintendent or administrative staff for graduate study. The granting or denial of a request for professional development leave **[and determination that it be with or without pay]** is at the sole discretion of the Board.

The Board shall make this determination based on the following criteria:

1. Needs of the District (e.g., whether the training will assist the District with achieving its goals, the degree to which the individual’s service is needed during the requested period of leave, etc.)
2. Appropriateness of the course of study
3. Number of past leave requests made by the individual and number that have been granted by the Board
4. Number of years the individual has been employed by the District
5. Length of the leave request and the time of year the employee will be absent
6. Whether or not the individual has unused vacation, personal, or other applicable paid leave available

Requests for leave must occur **[# of]** months prior to the commencement date of the requested leave. The request must state leave dates and specify programs to be pursued.

If the Board grants long-term professional leave to a member of the administrative staff during the school year, the individual must be notified that they have a right to return to a similar position but there is no guarantee of returning to the same school or the same position. The individual shall agree to this stipulation as a condition of receiving approval.

End of [Name of District] Policy CCA Adopted:

[03/17]

EXHIBIT

Descriptor Code: KACB-E3

RESPONDING TO PERSONNEL COMPLAINTS

Answers to the Top 12

Frequently Asked Questions by Board Members

1. Does the District need to wait for a formal complaint to be filed before investigating an incident related to a school employee?

No. The District has a duty to ensure that its policies are upheld and to protect the safety and well-being of its students and staff. Once aware of a potential situation related to a school employee, a school official should look into the matter. Once a formal complaint is filed, the District must initiate an investigation.

2. Who should conduct the investigation?

Policy may govern which school official should conduct the investigation. Board members should never be involved in investigations concerning classified employees, teachers, principals, and assistant superintendents. If the matter involves the Superintendent or Business Manager, the Board President should conduct the investigation to preserve the impartiality of the remainder of the Board.

3. Should the Board answer questions about the incident at a board meeting or on an individual basis when approached by the public?

No. Board members should simply state that the matter has been referred to the appropriate school official for investigation, and the investigator will recommend the appropriate course of action upon completion of the investigation. By answering questions at a board meeting or on an individual basis in public, the Board may invite charges of libel and slander or inadvertently disclose information protected by the investigation confidentiality statute (NDCC 15.1-07-25). In addition, board members should avoid gathering and disseminating information about a personnel incident because they may ultimately be required to serve as decision makers in a school district nonrenewal or discharge hearing and they must remain as impartial as possible.

4. Can a board go into executive session to discuss a personnel matter or the details of an investigation?

No. State law contains no provision allowing for this. Again, we recommend that board members avoid gathering and disseminating information related to a personnel incident (see response to question #2 above).

5. What is entailed in an investigation?

It depends on the nature of the incident. In all cases, the school employee involved is questioned and district policies reviewed to determine if a violation occurred. In some cases, witnesses are questioned and evidence is gathered (e.g., school security footage, emails, internet browsing logs, etc.). The investigator gathers enough material, in his/her opinion, to substantiate or refute the accusations.

EXHIBIT

Descriptor Code: KACB-E3

6. Can an employee be placed on administrative leave during an investigation and should the Board be informed or vote on this?

An employee can be placed on administrative leave with pay pending the outcome of an investigation. The Board should not be involved in decisions concerning administrative leave. Instead, the Board should grant authority to school administration to place employees on administrative leave through policy.

Administrative leave is different than suspension. Only the Board can suspend a teacher or administrator and only in cases where the District is pursuing discharge for cause. The vote to suspend may occur in executive session (NDCC 15.1-15-10), but this executive session should not be used as an opportunity to discuss information related to the charges or investigation since such information should only be presented to the Board at the actual discharge hearing. The executive session to suspend should simply be a time when the Board makes a motion and votes on suspension.

7. How much information should a Superintendent provide to the Board after an investigation?

To protect the impartiality of the Board, the Superintendent may inform the Board that the investigation is complete but nothing more. Board members should not request to see the investigation report in the personnel file.

8. How should the Board respond after an investigation is complete?

The Board should not devote meeting time to the outcome of the investigation. All questions concerning the investigation should be referred to the board-designated spokesperson, which should be the Superintendent. When the Superintendent responds to a public inquiry about the outcome of an investigation, they may state that the investigator has completed the inquiry and placed findings into a report that has been issued to the parties involved. The report will explain any steps the District will be taking and the next step for the complainant to seek recourse if dissatisfied.

9. Is the information gathered during an investigation open record?

Under state law, information gathered in relation to a complaint about a school employee is closed for 60 days or until the investigation is complete, whichever occurs first. NDSBA's investigation confidentiality form reflects this statutory standard (KACB-E2). After this timeframe, the investigation material, including the final investigation report, is open record (NDCC 15.1-07-25).

10. What are the possible outcomes of an investigation?

The investigator may:

- a. Find no wrongdoing
- b. Recommend that a memo be placed in the personnel file reminding the employee of the district policy and the obligation to comply with it
- c. Recommend a letter of reprimand

EXHIBIT

Descriptor Code: KACB-E3

- d. Recommend a letter of reprimand and a plan of improvement
- e. Make a recommendation for nonrenewal if the complaint concerns a licensed teacher or administrator, is related to a reason for nonrenewal under state law, and if the recommendation falls within the statutory deadlines for nonrenewal under law. There are several procedural steps that must be followed, including a due process hearing, before a school board can vote on nonrenewing a teacher or administrator.
- f. Make a recommendation to discharge a teacher or administrator if the misconduct meets a statutory reason for discharge under state law. There are several procedural steps, including a due process hearing overseen by an administrative law judge, before a board can vote on discharging a teacher or administrator. Legal counsel should be retained if discharge is recommended.
- g. Recommend termination of employment in accordance with district policy if the complaint concerns a classified staff member.

11. What type of documentation, if any, should be placed in the personnel file if the investigator finds no wrongdoing?

The District should maintain a record of the investigation. If the employee does not want this placed in their file, the District may place a notation in the personnel file with the date of the investigation, that there was no wrongdoing found, and indicate where the investigation records will be stored. This procedural step ensures that no secret personnel records are maintained (NDCC 15.1-17-05). Regardless of where such records are stored, they are open records.

12. Does the District need to wait for a formal complaint to be filed before investigating an incident related to a school employee?

No. The District has a duty to ensure that its policies are upheld and to protect the safety and well-being of its students and staff. Once aware of a potential situation related to a school employee, a school official should look into the matter. Once a formal complaint is filed, the District must initiate an investigation.

13. How is an investigation of a superintendent or business manager different than an investigation of a school employee?

The Board President conducts the investigation of the Superintendent and Business Manager, reporting back to the Board. When reporting back to the Board, the Board President should explain whether or not the complaint was substantiated and what action was taken, if any. The Board President should not discuss any further details of the investigation with other board members (prevents premature decision making and potential open meeting violations), especially at board meetings (libel and slander prevention safeguard), but may direct them to the investigation report in the superintendent's or business manager's file. While NDSBA typically does not recommend that board members review the contents of personnel files because the Board must conduct performance evaluations of the Superintendent and Business

EXHIBIT

Descriptor Code: KACB-E3

Manager, board members may have reason to review investigation reports written about the Superintendent and Business Manager.

End of [Name] District Exhibit KACB-E3 Adopted:

[10/15]

SAMPLE



NDSBA SUPERINTENDENT EVALUATION TEMPLATE

INSTRUCTIONS TO BOARDS:

1. Customize this template to reflect the roles and responsibilities of your superintendent.
2. Take notes at each board meeting to assist with completing the evaluation. (NOTE: NDSBA has developed a note-taking template that we advise including in board packets each month.)
3. Use the same evaluation template for the November and March evaluations. For the **November evaluation**, rate the superintendent on performance **from March through October**. For the **March evaluation**, rate the superintendent on performance from **November through February**. (NOTE: If your district has a new superintendent, rate his/her performance from the contract start date through October for the November evaluation.)
4. Ask the superintendent to complete a self-assessment using this evaluation form and return it to the board before board members complete their evaluations.
5. Review the superintendent's self-assessment and suggested evidence listed in the template.
6. Rate the superintendent's performance on each item using the rating criteria provided at the top of each page.
7. Board must approve the superintendent's evaluation twice a year no later than November 15 and no later than March 15.

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

1. GOAL AND VISION SETTING

Expectations: Superintendent assists the board with data-informed¹ goal development and takes actions necessary to accomplish these goals.

Suggested evidence: strategic plan, board minutes, board meeting packets, district newsletters, the district's website, and news stories/articles

1=lowest and 4=highest

1	2	3	4	The superintendent assists board with developing or updating a district-wide strategic plan that is based on district data, the district's mission, and other identified district needs; the plan outlines both short- and long-term goals.
○	○	○	○	
1	2	3	4	Superintendent provides for regular reports to board on steps taken to accomplish short- and long-term goals and demonstrates progress toward accomplishing district goals.
○	○	○	○	
TOTAL SCORE: _____/8				

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (5 or higher) **Unsatisfactory** (4 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

¹ District data include student assessment results, student achievement indicators (e.g., remediation, attendance, graduation, and college placement rates), demographic data, economic reports, staff satisfaction surveys, aggregated results from staff evaluations, and facility/equipment reports.

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

2. BOARD RELATIONS

Expectations: Superintendent carries out roles and responsibilities as assigned by the board and takes steps to assist the board with understanding and executing its role. Superintendent has the board's confidence.

Suggested evidence: board agendas, board minutes, board meeting packets, superintendent's written correspondence with the board, Educational Standards and Practices Board (ESPB) Code of Professional Conduct (see www.nd.gov/esp/esp/profpractices/ethics.html), **[and superintendent's weekly email update to board]**

a. Is superintendent's focus on policy implementation and overseeing district operations? Does the superintendent take steps to ensure that the board's primary focus is goal setting and policy adoption?

1=lowest and 4=highest

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Board agenda, as set by board president and superintendent, contains more "big picture" items than minutia and each month at least some agenda items relate to district's goals and strategic plan.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent executes all roles and responsibilities in the job description and in policy and reports to board on policy implementation and amendments as needed.
SCORE: _____/8				

b. Does the superintendent serve as an organized, informed, and responsive resource for the board?

1=lowest and 4=highest

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent ensures that board packets contain information necessary for board decision making and submits meeting packets to board at least [#] days prior to board meetings.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent answers board questions in a timely manner.
SCORE: _____/8				

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

c. Does the superintendent have the confidence of the board?

1=lowest and 4=highest

1 ○	2 ○	3 ○	4 ○	Information superintendent provides to board, staff, and public is accurate.
1 ○	2 ○	3 ○	4 ○	Superintendent communicates with board throughout the month via updates—not just at monthly board meetings.
1 ○	2 ○	3 ○	4 ○	Superintendent complies with state and federal law.
1 ○	2 ○	3 ○	4 ○	Superintendent complies with district policy.
1 ○	2 ○	3 ○	4 ○	Superintendent upholds the ESPB Professional Code of Conduct. (See www.nd.gov/espb/profpractices/ethics.html)
1 ○	2 ○	3 ○	4 ○	Superintendent's decisions do not need review or reconsideration by the board.
1 ○	2 ○	3 ○	4 ○	Superintendent takes final responsibility for execution of any duties that s/he delegated.
SCORE: _____/28				

TOTAL SCORE #2: _____/44

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

- Satisfactory** (27 or higher) **Unsatisfactory** (26 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

3. HUMAN RESOURCE MANAGEMENT

Expectations: Superintendent oversees qualified, high-quality district staff and maintains positive and professional working relationships with them.

Suggested evidence: employee job descriptions, personnel policies, board meeting minutes, list of staff training/professional development opportunities, staff evaluation forms, de-identified reports on plans of improvement, staff orientation checklists, negotiated agreement, staff newsletters, reports on trends from personnel evaluations (aggregated and de-identified), and staff meeting minutes.

a. Does the superintendent hire or recommend for hire qualified employees?

1=lowest and 4=highest

1	2	3	4	Superintendent ensures development of job descriptions for district staff and ensures hiring policies, procedures, and laws are followed to select and retain qualified employees.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	Superintendent's recommendations to the board to nonrenew for cause or discharge licensed staff and superintendent's reports to the board on ancillary staff dismissals occur infrequently, typically after efforts to help the employee improve.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCORE: _____/8				

b. Does the superintendent ensure that all staff members are engaged and provide opportunities for quality training/professional development and job performance feedback?

1=lowest and 4=highest

1	2	3	4	Superintendent plans and executes staff training/professional development as evidenced by reports to the board, including reports on the outcome of staff training/professional development.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	Superintendent manages personnel evaluation system including developing and reviewing personnel evaluation forms and ensuring completion of evaluations by applicable deadlines in law and/or district policy.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	Superintendent oversees system of employee remediation including ensuring that professional development is provided to teachers and principals who need to improve their instructional performance or administrative skills; superintendent reports to board on impact of coaching programs without referencing specific staff members.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

EXHIBIT

Descriptor Code: CAAB-E1

- 1= Ineffective:** Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

1 ○	2 ○	3 ○	4 ○	Superintendent ensures that district administrators hold orientation for new staff to familiarize them with policies, procedures, and job duties.
1 ○	2 ○	3 ○	4 ○	Superintendent recommends to the board programs to recognize outstanding staff members and to encourage staff engagement.
SCORE: _____/20				

c. Does the superintendent serve as a respected leader to district administrators and other district staff?

1=lowest and 4=highest

1 ○	2 ○	3 ○	4 ○	Superintendent recommends to the board policies and negotiated agreement amendments designed to promote a fair, equitable, safe, and productive workplace, including policies on employee conduct, benefits, safety, and workload distribution.
1 ○	2 ○	3 ○	4 ○	Superintendent seeks input from and regularly communicates with staff on district goals, needs, issues, and changes to programs/policies/procedures.
1 ○	2 ○	3 ○	4 ○	Superintendent encourages and empowers principals to make decisions on behalf of their buildings and to implement innovative programs and services in their buildings.
SCORE: _____/12				

TOTAL SCORE #3: _____/40

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

- Satisfactory** (24 or higher) **Unsatisfactory** (23 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?.

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

4. CURRICULUM AND STUDENT SUPPORT SERVICES

Expectations: Superintendent oversees the development, review, and implementation of academic and support programming that fosters the growth and success of all district students.

Suggested evidence: board meeting minutes, curriculum committee meeting minutes, curriculum presentations made at board meetings, policies on student services and programs, compiled test scores, staff newsletters, and news articles on student assessments

a. Has the superintendent overseen the development and implementation of a curriculum that prepares students for advancement to the next grade level and for success beyond high school?

1=lowest and 4=highest

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent presents the board with data on indicators of student achievement and post-secondary preparation (e.g., graduation rates, remedial coursework enrollment trends, college acceptance rates, grade remediation trends, number of scholarship recipients, etc.) to help identify curricular needs and inform the district's strategic plan.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent brings curriculum changes to the board for approval as needed, explaining how these changes support the district's mission, strategic plan, and goals.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent regularly meets or corresponds with building administrators to discuss implementation of curriculum, including instructional strategies and challenges associated with implementation; the superintendent shares these discussions with the curriculum committee.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent recommends to the board for approval programs that allow for research-based instruction and course offerings; such programs include plans of implementation.
SCORE: _____/16				

b. Has the superintendent established and effectively managed programs to support students' academic success?

1=lowest and 4=highest

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent ensures that all school buildings have and use intervention programs to identify students in need of additional assistance academically, socially, and emotionally.
----------------------------	----------------------------	----------------------------	----------------------------	--

EXHIBIT

Descriptor Code: CAAB-E1

- 1= Ineffective:** Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

1 ○	2 ○	3 ○	4 ○	Superintendent recommends to the board for adoption policies and programs designed to make the overall educational environment safe and to encourage student engagement including policies and programs on safety, conduct, recognition programs, and extracurricular activities.
1 ○	2 ○	3 ○	4 ○	Superintendent schedules annual board review of district policies on student support services for special categories of students including disabled, migrant, English Language Learners, and homeless students to ensure these policies are meeting these students' needs.
SCORE: _____/12				

c. Has the superintendent overseen administration of assessments designed to measure if students achieved goals in the curriculum and communicated progress to the board?

1=lowest and 4=highest

1 ○	2 ○	3 ○	4 ○	State assessments are completed in accordance with law, and required data are reported in Powerschool at the time and in the manner required by law.
1 ○	2 ○	3 ○	4 ○	Superintendent reports aggregated student assessment results and other student achievement indicators to board, staff, and community as available.
SCORE: _____/8				

TOTAL SCORE #4: _____/36

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

- Satisfactory** (22 or higher) **Unsatisfactory** (21 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

5. COMMUNITY RELATIONS

Expectations: Superintendent is engaged in the community and takes steps necessary to ensure the community is engaged in district schools.

Suggested evidence: superintendent reports to the board in board minutes; board agendas; media coverage of district school(s); and district newsletters, website, and social media pages

a. Is the superintendent actively involved in the community?

1=lowest and 4=highest

1	2	3	4	Superintendent attends the meetings of, or is involved in the activities of, community and civic organizations as directed by the Board.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCORE: _____/4				

b. Does the superintendent find ways to actively engage the community?

1=lowest and 4=highest

1	2	3	4	Superintendent oversees implementation of a community communication plan, which includes a district newsletter issued to parents [and community members] ; regularly speaks to the news media about school activities, successes, and events; and uploads information about district schools and initiatives on the district's website [and social media] .
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	Superintendent works with key community stakeholders to help further the district's mission and support district schools (e.g., law enforcement and social service agencies).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	Superintendent recommends to the board, as needed, public hearings to receive input on district issues.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	Superintendent identifies ways to invite the community into district schools for programs, activities, and events.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SCORE: _____/16				

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 - 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 - 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
 - 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations
-

TOTAL SCORE #5: _____/20

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

- Satisfactory** (12 or higher) **Unsatisfactory** (11 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

6. OPERATIONS AND RESOURCE MANAGEMENT

Expectations: Superintendent efficiently and prudently oversees school district finances and facilities, equipment, and supplies; operational decisions are aligned with the district's goals and strategic plan.

Suggested evidence: superintendent's budget narrative (submitted to board with proposed budget spreadsheet); budget calendar; monthly board reports on the status of the budget, special reserve fund, and returns on investments; board meeting minutes; district policies governing purchasing and school finance; finance committee meeting minutes; district insurance policies; and deferred maintenance and transportation replacement plans

a. Does the superintendent make recommendations necessary to ensure the district meets its financial needs? Does the superintendent manage district finances in a manner that meets the district's short- and long-term goals and needs?

1=lowest and 4=highest

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent's budget recommendations take into account ending fund balance requirements in NDCC 15.1-07-29 and 15.1-27-35.3.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent ensures that the special reserve fund does not exceed limitations in NDCC 57-15-14.2; superintendent assists the business manager to ensure that these funds are invested in accordance with restrictions in law and in a manner meant to maximize return.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	During board discussions of budget, superintendent explains how it supports the district's strategic plan and goals.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent's mill levy recommendations are based on actual needs as clearly explained to the board during budget discussions.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent's recommendations related to the building levy are based on justified needs, including long-term demographic information and/or a deferred maintenance plan.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent assists the business manager and board with ensuring that the budget is approved and mill levies are certified in accordance with deadlines in laws.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent oversees a district-wide system of purchasing that helps the district stay on budget and brings cost-savings recommendations to the board.

EXHIBIT

Descriptor Code: CAAB-E1

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent seeks and recommends to the board new sources of revenue (e.g., grants, loans, donor contributions) appropriate for the district.
SCORE: _____/32				

b. Does the superintendent take appropriate steps to ensure that school facilities, equipment, and supplies meet the needs of students and staff?

1=lowest and 4=highest

1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	School buildings, grounds, and equipment are well maintained and typically in proper working order.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent ensures that insurance carrier has up-to-date information on all district-owned buildings, equipment, and supplies, and insurance coverage is adequate to cover potential loss.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent has developed, or assisted the business manager with developing, a deferred maintenance plan for school buildings and a transportation replacement plan for the school fleet, which is discussed with the board.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent has established a process for administrators to request needed equipment and supplies and developed timelines for submitting these requests consistent with budget cycles.
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	Superintendent performs or requires building administrators to perform a risk management assessment [with the assistance of its insurance carrier] to determine facilities and equipment that need repair.
SCORE: _____/20				

EXHIBIT

Descriptor Code: CAAB-E1

- 1= **Ineffective**: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 - 2= **Partially effective**: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 - 3= **Effective**: Superintendent consistently demonstrates capable and satisfactory performance of the function
 - 4= **Highly effective**: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations
-

TOTAL SCORE #6: _____/52

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

- Satisfactory** (31 or higher) **Unsatisfactory** (30 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

End of [Name] District Exhibit CAAB-E1 [03/17]

SUPERINTENDENT EVALUATION SUMMARY
Record of Individual Ratings and Board-Approved Ratings

1. GOAL AND VISION SETTING

Expectations: Superintendent assists the board with data-informed goal development and takes actions necessary to accomplish these goals.

INDIVIDUAL RATINGS

Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (5 or higher)	<input type="checkbox"/> Unsatisfactory (4 or lower)
AVERAGE SCORE: (Board member 1 score + board member 2 score + etc. . .) ÷ Number of board members who completed evaluation= _____			

1. **Is there disagreement on the superintendent’s rating?** Yes No
If yes, the board should discuss why there is disagreement and take a final vote on the rating (NOTE: Board members may change their original rating during this vote). If no, call for a motion and second to approve the rating for this performance area based on the unanimous rating on the individual evaluations.
2. Record the final roll call vote and **board-approved** performance rating for this area here:
3. If the **board** has rated the superintendent as unsatisfactory, list the **board-approved** findings and recommendations for improvement here:
4. List any other **board-approved** comments related to this performance area here:

2. BOARD RELATIONS

Expectations: Superintendent carries out his/her roles and responsibilities as assigned by the board and takes steps to assist the board with understanding and executing its role. Superintendent has the board’s confidence.

INDIVIDUAL RATINGS

Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (27 or higher) <input type="checkbox"/> Unsatisfactory (26 or lower)
AVERAGE SCORE: (Board member 1 score + board member 2 score + etc. . .) ÷ Number of board members who completed evaluation= _____		

1. **Is there disagreement on the superintendent’s rating?** Yes No
 If yes, the board should discuss why there is disagreement and take a final vote on the rating (NOTE: Board members may change their original rating during this vote). If no, call for a motion and second to approve the rating for this performance area based on the unanimous rating on the individual evaluations.
2. Record the final roll call vote and **board-approved** performance rating for this area here:
3. If the **board** has rated the superintendent as unsatisfactory, list the **board-approved** findings and recommendations for improvement here:
4. List any other **board-approved** comments related to this performance area here:

3. HUMAN RESOURCE MANAGEMENT

Expectations: Superintendent oversees qualified, high-quality district staff and maintains positive and professional working relationships with them.

INDIVIDUAL RATINGS

Board member name:	Score:	<input type="checkbox"/> Satisfactory (24 or higher) <input type="checkbox"/> Unsatisfactory (23 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (24 or higher) <input type="checkbox"/> Unsatisfactory (23 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (24 or higher) <input type="checkbox"/> Unsatisfactory (23 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (24 or higher) <input type="checkbox"/> Unsatisfactory (23 or lower)
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Board member name:	Score:	<input type="checkbox"/> Satisfactory (24 or higher) <input type="checkbox"/> Unsatisfactory (23 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (24 or higher) <input type="checkbox"/> Unsatisfactory (23 or lower)
AVERAGE SCORE: (Board member 1 score + board member 2 score + etc. . .) ÷ Number of board members who completed evaluation= _____		

- 1. Is there disagreement on the superintendent’s rating?** Yes No

If yes, the board should discuss why there is disagreement and take a final vote on the rating (NOTE: Board members may change their original rating during this vote). If no, call for a motion and second to approve the rating for this performance area based on the unanimous rating on the individual evaluations.
- 2. Record the final roll call vote and board-approved performance rating for this area here:**
- 3. If the board has rated the superintendent as unsatisfactory, list the board-approved findings and recommendations for improvement here:**
- 4. List any other board-approved comments related to this performance area here:**

4. CURRICULUM AND STUDENT SUPPORT SERVICES

Expectations: Superintendent oversees the development, review, and implementation of academic and support programming that fosters the growth and success of all district students.

INDIVIDUAL RATINGS

Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (22 or higher) <input type="checkbox"/> Unsatisfactory (21 or lower)
AVERAGE SCORE: (Board member 1 score + board member 2 score + etc. . .) ÷ Number of board members who completed evaluation= _____		

1. **Is there disagreement on the superintendent’s rating?** Yes No
 If yes, the board should discuss why there is disagreement and take a final vote on the rating (NOTE: Board members may change their original rating during this vote). If no, call for a motion and second to approve the rating for this performance area based on the unanimous rating on the individual evaluations.

2. Record the final roll call vote and **board-approved** performance rating for this area here:

3. If the **board** has rated the superintendent as unsatisfactory, list the **board-approved** findings and recommendations for improvement here:

4. List any other **board-approved** comments related to this performance area here:

5. COMMUNITY RELATIONS

Expectations: Superintendent is engaged in the community and takes steps necessary to ensure the community is engaged in district schools.

INDIVIDUAL RATINGS

Board member name:	Score:	<input type="checkbox"/> Satisfactory (12 or higher) <input type="checkbox"/> Unsatisfactory (11 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (12 or higher) <input type="checkbox"/> Unsatisfactory (11 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (12 or higher) <input type="checkbox"/> Unsatisfactory (11 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (12 or higher) <input type="checkbox"/> Unsatisfactory (11 or lower)
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Board member name:	Score:	<input type="checkbox"/> Satisfactory (12 or higher) <input type="checkbox"/> Unsatisfactory (11 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (12 or higher) <input type="checkbox"/> Unsatisfactory (11 or lower)
AVERAGE SCORE: (Board member 1 score + board member 2 score + etc. . .) ÷ Number of board members who completed evaluation= _____		

1. **Is there disagreement on the superintendent’s rating?** Yes No
 If yes, the board should discuss why there is disagreement and take a final vote on the rating (NOTE: Board members may change their original rating during this vote). If no, call for a motion and second to approve the rating for this performance area based on the unanimous rating on the individual evaluations.
2. Record the final roll call vote and **board-approved** performance rating for this area here:
3. If the **board** has rated the superintendent as unsatisfactory, list the **board-approved** findings and recommendations for improvement here:
4. List any other **board-approved** comments related to this performance area here:

6. OPERATIONS AND RESOURCE MANAGEMENT

Expectations: Superintendent efficiently and prudently oversees school district finances and facilities, equipment, and supplies; operational decisions are aligned with the district's goals and strategic plan.

INDIVIDUAL RATINGS

Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
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Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
Board member name:	Score:	<input type="checkbox"/> Satisfactory (31 or higher) <input type="checkbox"/> Unsatisfactory (30 or lower)
AVERAGE SCORE: (Board member 1 score + board member 2 score + etc. . .) ÷ Number of board members who completed evaluation= _____		

1. Is there disagreement on the superintendent's rating? Yes No

If yes, the board should discuss why there is disagreement and take a final vote on the rating (NOTE: Board members may change their original rating during this vote). If no, call for a motion and second to approve the rating for this performance area based on the unanimous rating on the individual evaluations.

2. Record the final roll call vote and **board-approved** performance rating for this area here:

3. If the **board** has rated the superintendent as unsatisfactory, list the **board-approved** findings and recommendations for improvement here:

4. List any other **board-approved** comments related to this performance area here:

