

## SECTION C: GENERAL SCHOOL ADMINISTRATION

Section C, contains policies on school management, administrative organization, and school building and department administration -- including the administrative aspect of special programs and system wide reforms such as school- or site-based management. It also houses personnel policies on the superintendent, senior administrators -- (management team), and school principals. All phases of policy implementation -- procedures or regulations -- are properly referenced and found in the appendix.

<u>Code</u>	<u>Category</u>	<u>Title</u>
CA	P	Administration Goals/Priority Objectives
CB	R	School Superintendent
CB-R		Duties of the Superintendent
CBB	O	Recruitment of Superintendent
CBG	O	Superintendent's Professional Development Opportunities
CBI	R	Evaluation of Superintendent
CBI-R		Evaluation of the Superintendent
CCB	R	Line and Staff Relations
CF	O	School Building Administration
CFA	R	School Principals/Building Administrators
CFA-R		Duties of the Principal
CFB	R	Evaluation of Principals/Building Administrators
CFB-R		Principal Evaluation Criteria
CH	R	Policy Implementation
CHA	R	Development of Regulations
CHB	R	Board Review of Regulations (Also BGD)
CHCA	R	Handbooks and Directives
CHD	R	Administration in the Absence of Policy (Also BFE)
CLA	O	Treatment of Outside Reports
CM	R	School District Annual Report

### *Categories*

**O = Optional** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

**P = Priority** The subject matter of these policies is required by state and/or federal law.

**R = Recommended** While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

## ADMINISTRATION GOALS

Proper administration of the schools is vital to a successful educational program. The general purpose of the Administration shall be to coordinate and supervise, under the policies of the School Administrative Unit and each Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The Board shall rely on its chief executive officer, the Superintendent, to provide at the District level the professional administrative leadership demanded by such a far-reaching goal. Vision, initiative, resourcefulness, and wise leadership -- as well as consideration and concern for staff members, students, parents, and others -- are essential for effective administration.

The Superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his/her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent shall be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration shall be:

1. To manage the District's various departments, units, and programs effectively.
2. To provide professional advice and counsel to Board and to advisory groups established by Board action. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement the management function to assure the best and most effective learning programs, through achieving such sub-goals as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary to the establishment and

**ADMINISTRATION GOALS**

(continued)

operation of learning programs that better meet more learner needs; (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials; and (d) providing access to the decision-making process for improvement ideas of staff, students, parents, and others, and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

**Regulatory References:**

*N.H. Code of Administrative Rules - Sections Ed. 302; 303; 304, 306.10(a)(6)*

Revised: November, 1999

Revised: July, 1998

Adopted March, 2004

**SCHOOL SUPERINTENDENT**

The duties of the Superintendent are defined in his/her contract of employment, Board policies, SAU regulations and/or policies and Department of Education Rules.

**Regulatory Reference:**

*N.H. Code of Administrative Rules - Section Ed. 302.*

*Appendix CB-R*

Revised: November, 1999

Revised: July, 1998

Adopted March, 2004

**DUTIES OF THE SUPERINTENDENT**

Ed 302.01 Executive Officer. The superintendent shall serve as the executive officer of the local school district or districts within the school administrative unit, and shall be responsible for the following duties:

- (a) The superintendent shall be responsible for planning and administering the activities of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts.
- (b) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services.
- (c) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.
- (d) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.
- (e) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

Ed 302.02 Substantive Duties. The superintendent shall:

- (a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;
- (b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.
- (c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the rules of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;

**DUTIES OF THE SUPERINTENDENT**

(continued)

(d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;

(e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;

(f) Be responsible for the development of an educational plan for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;

(g) Remove a teacher or other employee of the district in accordance with RSA 189:31;

(h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;

(i) Provide for temporary staff to fill vacancies and shall provide supplies immediately needed for the operation of the schools;

(j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;

(k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;

(l) Direct pupils to assigned classes and grades;

(m) Maintain a safe environment for pupils free of hazardous conditions;

(n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies; and

(o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction.

*See policy CB*

Revised: November, 1999

Adopted March, 2004

**APPOINTMENT OF SUPERINTENDENT**

The Superintendent shall be hired by the School Administrative Unit Board.

**Statutory Reference:**  
RSA 194-C:5

Adopted March, 2004

Revised: November, 1999

Revised: July, 1998

## **Windham School District Policy**

**CBG**

### **SUPERINTENDENT'S DEVELOPMENT OPPORTUNITIES**

The Board encourages the Superintendent to make every effort to stay abreast of educational trends and to seize opportunities for exploring new ideas and programs that may be used to advantage in the School District.

For the benefit of the entire school system, the Board encourages the Superintendent to set aside time each year to attend certain seminars and conferences and visit other school systems in which promising ideas are emerging, as these activities are delineated in the Superintendents individual employment contract.

Adopted March, 2004

Revised: November, 1999

Revised: July, 1998

## Windham School District Policy

CBI

### EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Board:

1. Clarify for the Superintendent his/her role in the School system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Strive to develop harmonious working relationships between the Board and Superintendent.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships, and provide written comments to the SAU Board for evaluation for the performance of the Superintendent.

Revised: November, 1999

Revised: July, 1998

## **EVALUATION OF THE SUPERINTENDENT**

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

Members of the Board will evaluate the Superintendent independently, using a written form adopted by the Board for this purpose. A composite evaluation will be prepared. The composite evaluation will be discussed by the Board and the Superintendent. The Board and the Superintendent will each retain a copy of the written evaluation report.

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

1. Provide positive and constructive feedback to the Superintendent that will support and promote the Superintendent's professional growth and development;
2. Help the Board evaluate its work in planning the educational program in this community; and
3. Strengthen the working relationship between the Board and the Superintendent by providing a comprehensive vehicle of communication.
4. Identify strengths and weaknesses of the Superintendent, and make appropriate recommendations.

*See Superintendent Evaluation Form*

Adopted March, 2004



SUPERINTENDENT EVALUATION FORM

Name of Superintendent \_\_\_\_\_ Date \_\_\_\_\_

All items rated with a "1" require additional explanation. The reverse side of the page may be used for explanations and additional comments.

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations) 2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

ADMINISTRATION

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

Rating for this Category

In the area of administration, what is the strongest asset? \_\_\_\_\_

COMMENTS: \_\_\_\_\_

(continued)

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations)  
2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

What specific area could be most improved? \_\_\_\_\_

**INSTRUCTION**

**5 4 3 2 1**

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

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_  
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**SUPERINTENDENT EVALUATION FORM**  
(continued)

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations)  
2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

In the area of instruction, what is the strongest asset? \_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

**RELATIONSHIP WITH THE BOARD**

**5 4 3 2 1**

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

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_  
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**SUPERINTENDENT EVALUATION FORM**  
(continued)

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations)  
2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

In the area of Board relationship, what is the strongest asset? \_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

**RELATIONSHIP WITH THE STAFF**

**5 4 3 2 1**

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

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_  
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**Windham School District CBI-R**

**SUPERINTENDENT EVALUATION FORM**  
(continued)

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations)  
2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

In the area of staff relationship, what is the strongest asset? \_\_\_\_\_  
\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_  
\_\_\_\_\_

**RELATIONSHIP WITH THE COMMUNITY**

5 4 3 2 1

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

Rating for this Category

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

In the area of community relationships, what is the strongest asset? \_\_\_\_\_  
\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_  
\_\_\_\_\_

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**Windham School District CBI-R**

**SUPERINTENDENT EVALUATION FORM**  
(continued)

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations)  
2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

**PERSONAL QUALITIES**

5 4 3 2 1

- 1. Sustains physical and mental health and appropriate energy to cope with the Superintendent's tasks. \_\_\_\_\_
- 2. Defends principle and conviction in the face of pressure and partisan influence, yet is able to compromise. \_\_\_\_\_
- 3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. \_\_\_\_\_

4. Uses English effectively in dealing with staff members, the Board and the public. \_\_\_\_\_
5. Speaks well before large and small groups, expressing ideas in a logical and forthright manner. \_\_\_\_\_
6. Accepts and shares failure as well as success. \_\_\_\_\_
7. Is able to identify and discuss own strengths and weaknesses. \_\_\_\_\_
8. Welcomes questions and open discussion when presenting ideas. \_\_\_\_\_
9. Exercises good judgment and involves appropriate others in the decision-making process. \_\_\_\_\_
10. Maintains a balance of professional development by reading, attending conferences, working on professional committees, visiting other Districts and meeting with other Superintendents. \_\_\_\_\_

Rating for this Category

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_

In the area of personal qualities, what is the strongest asset? \_\_\_\_\_  
 \_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_  
 \_\_\_\_\_

**Windham School District** **CBI-R**

**SUPERINTENDENT EVALUATION FORM**  
 (continued)

5-Exemplary 4-Meets all requirements effectively 3-Satisfactory (meets expectations)  
 2-Meeting minimum demands only (some work needed) 1-Needs immediate attention

In the area of Board relationship, what is the strongest asset? \_\_\_\_\_  
 \_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_  
 \_\_\_\_\_

**FINANCIAL**

5 4 3 2 1

1. Keeps informed of the needs of the school program -- supplies, equipment, plant, and facilities. \_\_\_\_\_
2. Assumes responsibility for overall financial planning for the District, including short-term priorities and long-range planning. \_\_\_\_\_

3. Coordinates the preparation of the annual budget utilizing teacher and staff input; submits the budget to the Board for input and approval. \_\_\_\_\_
4. Evaluates financial needs and makes timely recommendations for adequate funding. \_\_\_\_\_
5. Determines that funds are spent and invested wisely; ensures that adequate controls and accounting are achieved. \_\_\_\_\_
6. Provides leadership in solving major problems and achieving maximum utilization of resources. \_\_\_\_\_

Rating for this Category

In the area of finances, what is the strongest asset? \_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

COMMENTS: \_\_\_\_\_

Signed: \_\_\_\_\_  
                     President of the Board                      Superintendent

Date: \_\_\_\_\_

See Policy CBI

Revised: November, 1999

Revised: July, 1998

### LINE AND STAFF RELATIONS

#### General Operations

The following principles shall govern the administrative operation of the District.

- 1) Each school shall be encouraged to develop appropriate educational programs for the students attending that School, consistent with school Board policy, state law, and State Board regulations.
- 2) The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for all registered district children from preschool through grade 12.
- 3) Responsibility shall flow simply and clearly from the teachers, principals and the Superintendent to the School Board.
- 4) Each member of the staff shall be informed to whom s/he is responsible.

- 5) Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
- 6) Each staff member shall be told to whom s/he can go for help in working out his/her own functions in the District.

### Line of Responsibility

Each employee in the District shall be responsible to the Board through the Superintendent and School Principal.

All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

Revised: November, 1999

Revised: July, 1998

### **SCHOOL BUILDING ADMINISTRATION**

The Board reaffirms the rights and responsibilities of the building principals for the administration of their various programs and buildings within the broad scope of the adopted Board policies.

Specifically, the principal of an individual school is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the School of which s/he is the Principal. All personnel will work through and under the direction of the Principal in the performance of their duties within his/her school.

Revised: November, 1999  
Revised: July, 1998

## Windham School District Policy

CFA

### INDIVIDUAL SCHOOL ADMINISTRATIVE PERSONNEL

#### Principals

#### Appointment

The principals shall be elected by the Board following nomination by the Superintendent. Should the Board fail to accept the nomination of the Superintendent, the Superintendent will be directed to present another name in nomination.

Candidates for position of principal will file a formal, written application with the Superintendent. The Superintendent will screen all applications and the Superintendent and the Board will select a number for interview.

All applications will be available to the Board for their review and candidates selected by them for interview will be included in the interview process.

Adopted March, 2004

It will be the policy of the Superintendent and Board to promote candidates when such a promotion is in the best interests of the School. All such candidates must meet requirements as established by the Superintendent and Board.

### Functions

All building principals shall be responsible for the school buildings and grounds to which they are assigned. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees, visitors, volunteers, and persons hired to perform special tasks.

All principals shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

The principal shall attend Board meetings if requested by the Superintendent or the Board.

### Regulatory Reference

*Ed 304.01 Substantive Duties*

*Appendix CFA-R*

Revised: November, 1999

Revised: July, 1998

**Windham School District**

**CFA-R**

## **Duties OF THE Principal**

PART Ed 304 Ed 304.01 Substantive Duties.

(a) The school principal shall be responsible for the following:

- (1) The internal organizational structure of the school;
- (2) All programs of the school;
- (3) The governance of the total student body;
- (4) The utilization of technology; and

Adopted March, 2004

(5) The utilization of the facility in accordance with local school board policy and/or as directed by the superintendent of schools.

(b) The school principal shall evaluate and make recommendations to the superintendent concerning candidates for professional and nonprofessional positions with the school administrative unit in accordance with local school board policy, or as directed by the superintendent of schools.

(c) The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent of schools.

(d) The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes and rules of the state board of education.

*See policy CFA*

Revised: November, 1999

Revised: July, 1998

## **Windham School District Policy**

**CFB**

### **BUILDING PRINCIPAL(S) EVALUATION**

The Superintendent shall conduct an ongoing process of evaluating the principal(s) on his/her skills, abilities, and competence. Annually, the Superintendent or his/her designee will formally evaluate the principal(s). The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the building principal's role as the board and the superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the principal(s) responsibilities.

The formal evaluation shall include written criteria related to the job duties. The principal may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the principal and the superintendent to discuss the written criteria, the past year's performance

Adopted March, 2004

and the future areas of growth. The evaluation shall be completed by the Superintendent, signed by the building principal and filed in the principal's personnel file.

This policy supports and does not preclude the ongoing informal evaluation of the principal's skills, abilities and competence.

New principals will be evaluated at least twice in writing for each of the first three years of their employment.

### Statutory & Regulatory References

RSA 189:14-a & b

Littkey v. Winchester School District, 219 NH 626 (1987)

NH Code of Administrative Rules Part 302 Superintendents

NH Code of Administrative Rules Part 304 School Principals

*Appendix CFB – R*

Revised: November, 1999

Revised: July, 1998

**Windham School District**

**CFB - R**

## **WINDHAM SCHOOL DISTRICT PRINCIPAL EVALUATION CRITERIA**

**A. Levels of Performance.** Consistent with the Danielson model we use four descriptors indicating level of performance:

1. Level One - Performance needs improvement. This indicator will result in an improvement plan being created by the superintendent, a loss of part or all of a base salary increase, and no access to the performance pool. A level one denotes little or no progress toward meeting building, district or personal goals and limited success in meeting responsibilities in one or more of the six areas being appraised.

2. Level two - Performance is satisfactory. This indicator level indicates that performance does not rise to either of the top two ratings in meeting job responsibilities and/or the achievement of goals. Goals are not typically complex, little evidence that initiatives have spread school-wide exists, and the role of the principal in the attainment

Adopted March, 2004

of progress is not clear. Progress is limited but observable and considered competent. A base salary increase may be awarded.

3. Level three - Performance is proficient. Proficient is a much stronger descriptor than competent. Proficient denotes clear evidence of progress towards the attainment of school, district and personal goals as a direct result of the principal's leadership. The entire staff is focused on implementing initiatives within classrooms and the culture of improving teaching and learning is evident in teachers meetings, team meetings, and the performance evaluation process. Personal objectives are complex, growth oriented and reflect a considerable commitment toward an action orientation. A base salary increase is awarded with eligibility for performance awards determined by any of the six areas where performance rises to a level beyond proficiency. Every principal is expected to be proficient in each area.

4. Level four - Performance is distinguished. This level of descriptor rises beyond the notion that an individual is performing responsibilities skillfully and well. The implication is that the performance of responsibilities or the attainment of goals result in discernible improvements that can be both quantitatively and qualitatively identified. Distinguished denotes results rather than just progress towards results and reflects principal's application of research and professional knowledge in a manner that improves conditions for teachers and students in any of the six areas being appraised. A base salary increase is awarded as well as a performance award for each category where the distinguished level is accomplished.

**B. Areas being evaluated.** Six areas have been identified by Windham principals as being the critical components of their responsibilities:

1 of 3

**Windham School District**

**CFB - R**

**WINDHAM SCHOOL DISTRICT  
PRINCIPAL EVALUATION CRITERIA  
(continued)**

1. Goal Setting
  - Establishment and achievement of personal growth goals.
  - Establishment and achievement of building goals.
  - Establishment and achievement of team/grade level goals.
  - Establishment and achievement of school council goals.
  
2. Environment
  - Maintenance, cleanliness and safety of the physical plant.

Adopted March, 2004

- Implementation of school district discipline policy and student management structures.
- A professional working environment and an effective school culture that is purposeful and focused on teaching and learning.
- A school staff and faculty committed to achieving school and district goals and who are cohesive in these efforts.
- Varied and effective communications are practiced and feedback from stake holders is actively solicited.
- Collaboration and collegiality exist.
- Emergency plans are in place and a variety of drills occur regularly and successfully.

3. Teacher Evaluation

- The SAU model of performance appraisal is completely implemented and timelines honored.

4. Fiscal Responsibilities

- The SAU model of budget development is completely implemented and timeliness honored.
- The school budget reflects instructional priorities and focuses new resources in those areas.
- School activity accounts are carefully maintained and all expenditures of these funds are appropriate, checks include proper signatures and receipts and invoices are maintained.
- Expenditure of district funds occurs by purchase orders submitted in a timely fashion.
- Personnel decisions are made in accordance with budgeted monies.

**WINDHAM SCHOOL DISTRICT  
PRINCIPAL EVALUATION CRITERIA  
(continued)**

5. Curriculum, Instruction and Assessment

- Grade level curricula is routinely discussed, reviewed and evaluated for results.
- Instructional programs are consistent from classroom to classroom within grade levels and content areas.
- Assessment of student progress is continuous and consistent from classroom to classroom. Pre and post testing is employed to enable the differentiation of instruction and to demonstrate student gains.

- Meaningful data is personalized, analyzed, reported and used to inform instruction.

6. Professional Responsibilities

- Leadership on district and school committees.
- Initiatives to improve instruction and to implement best practices identified by research.
- Professional development is targeted toward the achievement of personal, school and district goals.
- Community involvement is meaningful and engaging of a variety of stake holders.

**C. Method of Award of Performance Pool Funds**

Performance pool funds, when available, are awarded by the superintendent to principals based on the six areas of responsibility and a rating of one to four in proficiency level. In 2002-2004 one half point will be awarded for each rating of distinguished in any of the six areas. The performance award, once determined, will become part of the principal's base salary for the ensuing school year and will be reflected in that annual contract and used as the salary figure for computing future increases for the following year.

Performance awards for assistant principals are based on the application of the principal evaluation criteria to their performance by the principal. The principal will then make recommendations to the superintendent.

**POLICY IMPLEMENTATION**

The administration of the District shall be delegated to the Superintendent who shall carry out his/her administrative functions in accordance with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operation of the School system shall be delegated to the Superintendent.

Revised: November, 1999  
Revised: July, 1998

### **DEVELOPMENT OF REGULATIONS**

The Board shall delegate to the Superintendent the function of implementing appropriate actions to carry out Board policy.

The Superintendent will present to the Board his/her recommendations regarding appropriate regulations to implement Board policy.

In the development of rules, regulations, and procedures for the operation of the District, the Superintendent may include at the planning stage those employees who will be affected by such provisions.

Adopted March, 2004

Revised: November, 1999  
Revised: July, 1998

**Windham School District Policy**

**CHB**

*Also BGD*

### **BOARD REVIEW OF REGULATIONS**

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, therefore they may be revised when it appears they are not consistent with Board policy. On controversial topics, the Superintendent may request prior Board approval.

Adopted March, 2004

Revised: November, 1999  
Revised: July, 1998

**Windham School District Policy**

**CHCA**

#### **APPROVAL OF HANDBOOKS AND DIRECTIVES**

The principal(s) and other administrators are responsible for the development of employee and student handbooks.

The contents of all handbooks must conform with District-wide policies and regulations.

Adopted March, 2004

Revised: November, 1999  
Revised: July, 1998

**Windham School District Policy**

**CHD**

*Iso BFE*

#### **ADMINISTRATION IN POLICY ABSENCE**

In the absence of established Board policy or Board direction, the Superintendent shall assume responsibility making necessary decisions. In such instances, Principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the Schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his/her decisions shall be subject to review and ratification by action of the Board at

Adopted March, 2004

a regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

Revised: November, 1999  
Revised: July, 1998

**Windham School District Policy**

**CLA**

#### **TREATMENT OF OUTSIDE REPORTS**

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, health department, and others, the Superintendent shall inform the Board of action s/he has taken pursuant to recommendations made in such reports, assuming such action can be completed within the current budget. Otherwise, the Superintendent shall prepare recommendations for Board action.

Adopted March, 2004

Revised: November, 1999  
Revised: July, 1998

Adopted March, 2004