

**HAMPTON BOARD OF EDUCATION  
HAMPTON, CT 06247  
MEETING MINUTES  
WEDNESDAY, AUGUST 24, 2016  
7:00 P.M.**

**HAMPTON ELEMENTARY SCHOOL LIBRARY / MEDIA CENTER**

Board chair Rose Bisson called the meeting to order at 7:03pm. Members present were Maryellen Donnelly, Mark Becker, Ann Gruenberg, Stacie Ropka, Lisa Sigmund and John Burnham. Also present were Superintendent of Schools Frank Olah and Principal Sam Roberson.

1. **Audience for Staff and Citizens** – None
2. **Written Communications to Board** – Dr. Frank Olah provided the board with a copy of the Commissioner of Education’s Opening of School speech presented to the state’s superintendents and a copy of the revised guidance for retired teacher’s employment.
3. **Approval of Meeting Minutes July 27, 2016** – *(a copy of the July 27,2016 meeting minutes was distributed)* Maryellen Donnelly moved to approve the minutes of July 27,2016. Lisa Sigmund seconded and it passed unanimously.
4. **Approval of Meeting Minutes Special Meeting Aug. 3, 2016** – *(a copy of the August 3, 2016 Special Meeting was distributed,)* Maryellen moved to approve the minutes of August 3, 2016 and Mark Becker seconded. The minutes should be amended as follows: Item four should read assignment beginning August 29, 2016, instead of August 3, 2016. The motion to approve the minutes, as amended, passed unanimously.
5. **Superintendent’s Report** – *(a copy of the Superintendent’s Report was distributed)*- Dr. Frank Olah reviewed the report with the board.
6. **Principal’s Report** – *(a copy of the Principal’s Report was distributed)* – Principal Sam Roberson reviewed the report with the board and fielded questions that the board had.
7. **Appoint Authorized Signers for The CSDE Child Nutrition Program: Remove Andrea Lavery and Replace with Charmaine Roberson Campo** - Maryellen Donnelly moved to appoint Superintendent Frank Olah and Principal Charmaine Roberson Campo as authorized signers for the SCDE Child Nutrition Program. Ann Gruenberg seconded and it passed unanimously.
8. **Presentation: Generator Replacement (General Information)** - Dr Frank Olah reported to the board that he is still looking into this and that he is addressing some issues that they have with the current generator system.
9. **Discussion On: The FOI Procedure as Presented** – The board had a short discussion on the FOI Procedure that was presented in the Superintendent’s Report.
10. **Discussion and Possible Action On: CAPSS / CABA Document: “Success Strategies for Leadership Evaluation: Board of Education and Superintendent of Schools” As Distributed at The 7/27/16 BOE Meeting** – *(a copy of the “Success Strategies for Leadership Evaluation: Board of Education and Superintendent of Schools was distributed.)* Maryellen moved to adopt “Success Strategies for Leadership Evaluation: Board of Education and Superintendent of Schools as the evaluation process. Lisa Sigmund seconded and it passed unanimously.
11. **Reports:**
  - a. **Board Committees**
    - i. **Communications** – Mark Becker reported to the board on the newsletter.
    - ii. **Finance & Operations** – John Burnham reported to the board about the Finance and Operations meeting.
    - iii. **Policy** – Ann Gruenberg presented the policies from the July 27, 2016 meeting.
  - b. **Ad Hoc Committees**
  - c. **Liaison Reports**
    - i. **CABA** – Ann Gruenberg reported to the board about a CABA representative Robert Rader had come out to the school and had met with her and the Superintendent Dr. Frank Olah.
    - ii. **EASTCONN** – Maryellen Donnelly reported back to the board on the EASTCONN meeting and suggested that the board might look into the food program.
    - iii. **Four Board Meeting** – Rose Bisson reported to the board about the Four Board Meeting.

12. **Additions to The Agenda** - None

**13. Next Meeting Agenda Planning**

- a. Policies
- b. 2016-2017 Goals

**14. Audience for Staff / Citizens – None**

**15. Adjournment – Mark Becker made a motion to adjourn, seconded by Lisa Siegmund. The motion passed unanimously and the meeting was adjourned at 9:09 PM.**

**Respectfully Submitted by:**

**Rachel Linkkila**

**8-26-16**

**Note: Per C.G.S. 10 – 218, Board of Education meeting minutes are provided in a draft format. With the exception of motions and votes recorded, these minutes are unofficial until they have been read and approved by a majority vote of the Board. Should edits be necessary, they will be made at the next regularly scheduled meeting, noted in the meeting minutes, and voted upon.**

**Copies of any documents distributed at meeting can be obtained by contacting Hampton Elementary School Superintendent's Office**



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**The Commissioner's Annual Back-to-school Meeting for Superintendents**  
**Keynote Address by Education Commissioner Dr. Dianna R. Wentzell**  
**August 22, 2016**

Thank you, it is truly an honor to be with you today and to serve as your colleague in this role.

I also wish to thank Chairman Taylor and the entire State Board of Education for their dedicated service. They are truly leaders who are motivated by a passion to do what is best for our students.

I'm also grateful to Governor Malloy and Lieutenant Governor Nancy Wyman for their leadership and unwavering commitment to equity and excellence in education.

Connecticut is not only home to the greatest teachers and students, but also to the greatest educational partners. I'd like to take a moment to recognize and thank all our wonderful partners who have joined us today. Thank you for all that you do in support of our students' success.

We are so fortunate to work collaboratively with Joe Cirasuolo of CAPSS, Bob Rader of CABE, Karissa Niehoff of CAS. Thank you for being here with us today.

I want to thank our Hartt Community Division students for their incredible opening performance today. Can we have another round of applause for our student musicians?

And in the spirit of gratitude, I would also like to recognize Anne Kubitsky, the amazing artist behind the Look for the Good art installation you saw when you walked in today. I encourage you to stop by the project and add your own personal contribution about what you are grateful for.

This morning I will tell you I am incredibly grateful for all of you and for everything you do on a daily basis for children.

The start of a new school year is so exciting. For those of us that live our lives in public education the countdown to the first day of school is full of eager anticipation. This is really our new year's eve, our happy new year. As we reflect on the year just past and look forward to the promise of a new school year, it is important that we consider where we've been, where we are going, and most importantly, who we are.

Together we serve 541,815 students. We at CSDE are so proud to support you as you lead our schools to provide an excellent education for our students and families. In over 1,400 public schools or specialized programs, almost 52,000 certified public educators strive each day to support equity and excellence for our students.

We have so much to be proud of on the education front in Connecticut.

Record high graduation rates.

Significant gains in reading and math after our first two years of the Smarter Balanced assessment.

Readers who are among the best in the nation, according to our NAEP results. Connecticut schools are regularly praised as among the top in the country on countless national lists and ratings.

Among our greatest points of pride, I will include Connecticut's steadfast commitment to welcoming all children and families – including immigrants and refugees; including gay, lesbian, bisexual and transgender students; including populations that in other states and other places have not been met with the same open doors, nurturing environment, and commitment to high expectations for *all* that we pride ourselves on in Connecticut.

In Connecticut, we also recognize the importance of recommitting ourselves to the values that make up the core of who we are as a state and as a community of educators.

This was a very significant year for the State Board of Education. A year ago, our board embarked on a journey to develop and launch a five-year comprehensive plan. They committed to a process that involved extensive engagement of stakeholders—from educators and advocates, to students and families, to civil rights organizations and community health partners, higher ed institutions, and non-profits, business affiliates, and the list goes on.

Through that process, the board received more than 15,000 comments from over 6,700 survey respondents. Thousands of residents across the state shared with us their aspirations, their challenges and their concerns around education in Connecticut.

The feedback we received during this process was incredible. And when we pulled everything together, it began to tell the story of Connecticut's vision for a bright, vibrant future for all kids. What we heard running through so many of the comments and ideas is that students are at the core of everything we do; that we need to find a way to serve all students; and that all really does mean *all*.

This became the focus of our five-year comprehensive plan – ensuring equity and excellence for all students. Out of that focus came four promises to our students:

- 1) We will do everything we can to ensure their non-academic needs are met so they are happy, healthy and ready to learn.
- 2) We will support their school and district in staying on target with learning goals.
- 3) We will give them access to great teachers and school leaders.
- 4) So that ultimately we will make sure they learn what they need to know to succeed in college career and life.

We have the momentum of progress on our side as we embrace these promises and commit to accelerating the pace of change for our students and families.

In Connecticut, we are proud of our record high graduation rate of 87.2 percent for the Class of 2015. Graduating from high school is a huge accomplishment made possible through years of hard work, commitment to goals, and growth.

We are extremely proud of our rising graduation rate for schools in our Alliance Districts. The graduation rates for the Alliance District schools reached 77.6 percent in 2015, up from 71.2 percent in 2011. The state's 10 highest need Education Reform districts saw an even more dramatic increase over the past five years of 8 points, up to 71.6 percent.

We are proud of our students rising to the challenge of higher expectations and demonstrating strong growth on the Smarter Balanced exam. As you know – and I am sure you were all eagerly awaiting – last week we released our second year of Smarter Balanced scores. The results show solid improvement statewide in both ELA and math, across all grades, and for all high-needs subgroups.

That tells us that the system is working. That tells us that the yeoman's work that you, your principals, and your teachers put into the transition to the more rigorous Connecticut Core standards is having an impact on students.

Again, we are proud of our Alliance Districts for meeting challenges head-on and embracing innovation to improve outcomes for many high needs students. All of our Alliance Districts showed improvement in ELA on Smarter Balanced and most showed improvement in math, with about half of Alliance Districts improving at a faster rate than the state, a testament to the success of targeted support and investment in our highest need districts.

And it's not just our Alliance Districts and Commissioner's Network schools that emerge as bright spots. There are beacons of success and bright lights throughout our state. Suburban, urban, and rural districts alike knocked it out of the park. We are so eager to hear from you and are excited to learn from you.

We are proud that the first administration of the Connecticut SAT School Day was a success. Now every 11<sup>th</sup> grader in a public school in Connecticut has the opportunity to take a college and career readiness exam, which is often an important step to applying for college. The Governor's leadership on this issue resulted in a move that advances our equity goals. It also responds to parent and student concerns about testing burdens in high school.

During Governor Malloy's administration, we have invested more than a half billion dollars in education since he took office in 2011 – a 24 percent increase over that period of time.

We are seeing those investments make a real difference in students' lives across the state. Last winter, we celebrated a number of schools exiting turnaround status for the first time, including two schools – Bloomfield High School and New London High School – that exited with flying colors. With the new release of Smarter Balanced results, we are seeing some of our Commissioner's Network schools in Norwich, New Haven, East Hartford, and Windham demonstrating significant improvement in both ELA and math.

In Connecticut, we value the opportunity to engage in rigorous course work and we are so proud that 76 percent of our schools now offer AP courses. We recognize that some of our students who demonstrate potential are still not able to access rigorous course work and we look forward to supporting our schools as they find ways to support rigor, relevance and personalization at all levels.

We are proud to be sharpening Connecticut's focus on the academic needs of students with special needs, including talented and gifted students and those considered twice exceptional. This year we launched a new Bill of Rights for families of children who receive special education services.

We are so proud of our teachers, for being on the front lines every day making dreams possible for our students. Their commitment to our children offers Connecticut and our country the gift of a bright future.

We are proud of our very own national Teacher of the Year, Waterbury social studies teacher Jahana Hayes, who is representing Connecticut on the national education scene. Jahana carries the torch for the importance of instilling civic responsibility and an appreciation of community service in students. And she is giving voice and elevating the conversation around attracting and retaining more black and Hispanic teachers into our classrooms.

This year, Governor Malloy supported and signed legislation aimed at strengthening minority teacher recruitment efforts across the state. It's critically important that our students learn from educators who reflect Connecticut's rich cultural, ethnic, and racial diversity. Of our nearly 52,000 certified educators, only 8.4 percent are minority certified staff. Compared to our student body, which is 44 percent minority, we are missing the mark. We can and must do better at attracting and retaining teachers and principals of color.

In Connecticut, we are proud of the decline in suspensions and expulsions in schools and we recognize that this accomplishment is a testament to the work being done to address this challenge. You are accomplishing this by engaging partners, identifying best practices, and providing training on family engagement, mental health referrals, de-escalating confrontation and restorative justice.

We are proud to see districts and schools embracing Governor Malloy's Second Chance Society reforms that focus rehabilitation and strengthening communities by keeping students in school and disrupting the so-called school to prison pipeline.

We are proud that we are signing up more schools to serve breakfast to kids and we are very, very proud that our summer meals program reached a new milestone this year of having over 700 locations across the state where children can access free, nutritious meals during a time of year when that is not always a given.

I think you get the idea now that we have a lot to be proud of in Connecticut when it comes to education. I think we need to allow ourselves more time and space to celebrate the success stories and progress we are making in our schools and districts.

And we know that we have to seize this moment, embrace this momentum, and move forward with urgency if we are to accomplish our goal of closing achievement gaps and delivering on our promise to all students. As educators who are called into this noble profession, we must hold fast to the shared belief—that no matter a child’s life circumstance—we believe in the potential for greatness in every child.

We have to do more to support black and Hispanic students so they graduate high school on a level playing field with their white peers and can achieve whatever success they pursue in life. We have to close the achievement gap between students from low-income families and those who come from families with more resources. We have to do more to meet the unique needs of our English language learners and our students who receive special education services.

Likewise, we have to do more to raise student achievement across the board – especially in math. Last year when we were all together for this meeting I made a promise that I would convene a Commissioner’s Council on Mathematics, bringing together educators, industry and business leaders, and experts in math and STEM instruction. That group met diligently for the last year researching best practices, both in Connecticut and across the nation, and exploring innovative strategies in the areas of math instruction. That council will release its final report and recommendations in the fall.

Another critical area where we must intensively focus attention is student disengagement. In 2014-15, 10.6 percent of K-12 students – which is over 56,000 students – were chronically absent during the school year. By grade 9, that number rises to 13.7 percent and by the 12<sup>th</sup> grade, 18 percent of students are chronically absent in a school year.

While this data is concerning, we know that the solutions to widespread disengagement are found in our Connecticut Public Schools. Even from what we can see in the data, we can use appreciative inquiry to identify high schools where students who entered with the three markers I have mentioned are successfully on track at the end of ninth grade. I encourage you as you begin the process of your district data teams and your school data teams to approach these activities with a few critical inquiry questions.

Data invites inquiry. What we learn from the inquiry informs action. Please study your trends and pay as much attention to what is going well as what is not, yet where you hoped it would be. The opportunity to use the two years of Smarter Balanced data to evaluate curriculum and program effectiveness is a critical opportunity for this year. I implore you to incorporate students at risk for disengagement into your study, especially at school transition points.

One of our greatest achievements this past year as the State Department of Education is the launch of our Next Generation Accountability System. It offers a new, broader set of performance indicators designed to give a more comprehensive and holistic picture of how schools and students are performing. We so appreciate CAPSS for the engagement over the two years in creating this system.

And with the launch of our Accountability System came the launch of EdSight – our new long-awaited and highly anticipated data portal. Through increased transparency and ease of use, this new system will help us understand where we need to focus efforts to make sure we are delivering on our promise to students.

This fabulous support to making data-informed decisions is enable us to pursue our approach of appreciative inquiry – to study what is going well for our kids and replicate those conditions and practices. To shine a spotlight on improvements and growth that spur us on to greater achievement for our students.

Each of you, each day, leads your organization to greater excellence and equity for children. You do this because of what you believe, and because of who you are, and I feel so honored to be your colleague. I want to recognize and celebrate our Superintendent of the Year, Colleen Palmer of Westport Public Schools, for inspiring us with your leadership and dedication to kids. In Connecticut, we believe in collaboration and partnership. We at the CSDE are proud to be your partners in the work on behalf of our students and their families.

At this point I would like to recognize the state department of education senior leadership team and management. I am so proud of our team and of all of our staff at the State Department of Education. As I told you last year, we are small, but mighty. Our staff works tirelessly with dedication to put their expertise and support behind you in the work we do together for our kids.

We know that the work ahead is challenging. We know the stakes are high for our kids. They are depending on us to get them ready for their futures.

I believe that, together, we can do what's needed for our kids.

All of us at the State Department of Education wish you, your staff, and the children and families you serve a wonderful school opening to the 2016-17 school year.

Thank you.



## CT TEACHERS' RETIREMENT BOARD

765 ASYLUM AVENUE HARTFORD, CT 06105-2822  
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AUGUST, 2016

### Revised Guidance Reemploy- ment of Retired Teachers

This revised guidance is being issued, primarily, to clarify that a minimum six month break in service is required for retired members (who did not meet the "normal" retirement benefit criteria upon retirement or who have not attained the age of 62 at the time of reemployment) who are under consideration for reemployed in a teaching assignment in CT, regardless of what teaching assignment they are being hired for or which employing district is reemploying them. If a member retired prior to July 1, 2016, and have been reemployed as a public school teacher following their retirement without meeting the above stated criteria, there must be a minimum six month break in service at this time without a prior arrangement to reemploy them in six months.

## DEFINITION OF TEACHER

1) The term "Teacher" is defined by Connecticut statute CGS § 10-183b (26) and includes teachers, permanent substitute teachers, principals, assistant principals, supervisors, assistant superintendents and superintendents, among other groups. Whenever the term teacher is used in this Bulletin, it is intended to mean all of the groups contained in this statutory definition.

## FEDERAL PENSION RULES

2) What do the Federal tax laws applicable to pension plans require for starting receipt of benefits under a qualified pension?

Section 401(a) of the Internal Revenue Code prohibits a qualified pension plan, such as the Connecticut Teachers' Retirement Board (governed under CGS §10-183), from commencing a member's pension benefits prior to his or her actual retirement as defined under the terms of the plan. The IRS code permits a teacher who has retired

under the TRB system to return to work as a teacher and continue to receive his or her TRB pension benefits during such reemployment. The Connecticut statute does not override IRS rules that require one to actually retire (subject to exceptions explained below) before he or she can start receiving his or her pension. In order for a pension plan and its members to receive the tax benefits as qualified, pension plan sponsors (such as TRB), must operate their pension plans in accordance with IRS requirements. Therefore, TRB is concerned about pensions starting for employees who have not truly retired from their employers. These types of “sham” retirements present a serious IRS code compliance problem for the TRB system. To address that concern, TRB will start requiring persons who have either started their TRB pensions (1) before reaching the definition of normal retirement in the TRB statute, or (2) before turning age 62 in cases where the person hasn’t met the normal retirement statutory rules, to have at least a 6- month break in service before going back to work as a teacher. If the person doesn’t have a break lasting that long, then his or her pension will be suspended and any duplicate compensation will be reimbursed to TRB by the member.

3) Are there limitations on my ability to receive pension benefits from TRB while being reemployed by a CT public school district?

Yes, Federal tax law applicable to pension plans requires that the employer (Superintendent’s action on behalf of the Board of Education) and the employee reemployed (retired teacher) follow certain rules in order to be reemployed. A teacher may be reemployed if they are 62 and retired, have normal retirement status under the TRB system (20 years and age 60, or 35 years of credited service at any age, of which at least 25 are in the public schools of CT); or if the reemployment is considered to be a bona fide “arm’s length” employment. For the purpose of these guidelines, the TRB adopted a policy that requires a separation of duty from teaching in any CT school district for a minimum of six months in order for reemployment to be considered an “arm’s length”. The TRB now requires that the Superintendent certify that your reemployment is based upon an arm’s length transaction.

4) What are the IRS rules that apply to when I can be reemployed and receive my pension benefits?

Federal law and the IRS rules prohibit Pension Plans from starting pension payments to an employed individual who is under age 62 and has not retired or separated from employment, unless the employee has reached the plan’s normal retirement age. If an individual retires prior to that, tax law and IRS rules require that in order to be treated as retired and eligible to start his or her pension, there must first be a bona fide separation in employment. Because the tax law and IRS rules allow individuals who reach age 62 to start receiving their pensions even if they remain employed, people who have reached age 62 or older may commence their pensions without having an actual bona fide separation in employment. They may be reemployed pursuant to CGS §10-183v(a)

(e.g., receive pay up to the 45 percent limit or 100% if covered by shortage or priority school district rules) and still collect a pension from TRB.

5) If a retired teacher has not met the normal retirement provisions of TRB (20 years and age 60 or any age after 35 years of credited service of which at least 25 are in the public schools of CT) and is not yet age 62, what must the teacher do to be eligible to work under the 45 percent rule?

To meet the IRS standards there must be a true bona fide separation from employment with no arrangement to return to the same type of job before leaving active employment (e.g. as a classroom teacher, as a certified school administrator, etc.). TRB will require this teacher to follow certain requirements. First, they must have a break in service of at least six months in order to demonstrate that they are not engaging in a sham retirement (e.g. if a teacher retires in June, the minimum required six-month break in service would mean they would be able to return to teaching in January). Second, there must not be a pre-arranged plan, arrangement, understanding or agreement to return to work between the employer and the reemployed teacher. The mere changing of status from employee to a contractor will not satisfy this requirement. Third, the superintendent must attest to the absence of any pre-arranged plan, arrangement, understanding or agreement between the employer and the employee. Fourth, in the case of employment arrangements for the Superintendent, an Officer (Chair, Vice Chair, Secretary) of the Board of Education must provide the TRB with a certification to evidence the absence of any pre-arranged plan, arrangement, understanding or agreement between the employer and the employee (plan participant).

6) What are the penalties if the retirement is viewed as a sham?

Pension plans that permit retirees under the age of 62 to be rehired after a short absence are viewed by the IRS as sham retirements. A determination by the IRS that a retirement is a sham exposes you, the school district and the plan (such as the TRB system) to severe consequences, including the possible disqualification of the plan. If it is determined that you have engaged in a sham retirement (one where you leave a full time position and are reemployed in a non-arm's length transaction) then you, the school district and plan may be subject to fines, penalties and disqualification of the pension plan's favored tax status.

## **CONNECTICUT ATTORNEY GENERAL OPINION**

7) Does the Attorney General's 2015 opinion on reemployment of teachers or the new legislation affect teacher or administrator's reimbursement of business expenses?

No. A member is entitled to reimbursement for necessary business expenses of the district as recognized by IRS regulations. The AG's opinion is related to items that are fringe benefits such as annuities, car allowances in excess of IRS limits, meal allowances not for purposes of district business, cell phone allowances in excess of actual cost, etc. Reimbursements for actual business expenses, such as travel, meals and other expenses allowed for necessary business uses of the district continue to be permitted.

8) The 2015 Attorney General's opinion on teacher reemployment provided for no additional fringe benefits (e.g., the opinion states that only allowable form of compensation is salary) while reemployed under the 45 percent rule. How is that affected by the 2016 legislation?

The new legislation provides for reemployed teachers receiving pension benefits to be compensated in the form of salary, but now also allows for health insurance to be provided to the retiree. Other types of fringe benefits are still prohibited.

## **CONNECTICUT RULES**

9) How can Connecticut retired teachers receiving pension benefits from the Teachers' Retirement Board thereafter return to work in a teacher position for an entity that participates in TRB?

Subject to IRS and TRB rules, there are three ways:

1. A retired teacher may return to work for two years in a Priority School District (PSD) or a Subject Shortage Area (SSA) teaching assignment. Such teachers can work full-time for an aggregate of up to two school years during their lifetime.
2. Under the 45 percent rule, a retired teacher may return to teaching either on a part time schedule for the whole school year, or a full-time schedule for a part of the school year and earn up to 45 percent of the maximum salary for the job assignment.
3. A retired teacher may elect to have their pension benefits suspended and return to work full time. The teacher's pension benefits would again resume the month following termination of that re-employment.

10) What must be done to become reemployed following my retirement?

Individual school districts hire teachers to meet their staffing needs. If you are a teacher who is over age 62 or who has met the requirements for normal retirement under TRB you may obtain reemployment subject to the 45% rule or as a Subject Area Shortage or Priority School District employee and meet the requirement of TRB by your employer filling out the appropriate form by type of reemployment and submitting the agreement between you and the employer. For individuals who have not reached age 62 or have not obtained normal retirement from TRB the superintendent must as part of the reemployment process the submit a certification form, the appropriate form by type of reemployment and a copy of the agreement between you the school district to the TRB. Additionally, to demonstrate a break in employment under age 62 the non “normal” retired member must have a minimum six month break in service to be reemployed as a teacher and receive a pension from TRB. For individuals age 62 or older or eligible for normal retirement there is no requirement that the superintendent certify your employment.

This certification explains the nature of your reemployment and attests that your reemployment is not pursuant to a pre-arranged plan, arrangement, understanding or agreement to return to work between the employer and the reemployed teacher. Such form needs to be submitted 15 days in advance of reemployment, or by September 30, 2016, for school year 2016/17. Failure to file the appropriate form and certification 15 days in advance of reemployment can result in the TRB suspending your pension and offsetting any earnings under reemployment against your pension.

11) May I work in the same school year under the 45 percent rule and as another type of reemployed teacher?

No. A teacher may be reemployed under only one program per school year. If you are a 45 percent rule teacher during a school year, then you may not be reemployed during the same school year under a different category, such as a teaching under the Priority School District or Subject Shortage Area provisions, or a teacher who has suspended their pension.

12) Does my pension accrue additional credited time or increase for salary increases if I suspend the benefits?

No, other than the potential accrual of cost of living adjustments earned while reemployed, your pension benefit will not increase as a result of your reemployment. Nor will you be required to make mandatory contributions into TRB during the period of your reemployment during which your pension benefits are suspended.

13) May I be a substitute teacher and work for the school district after I retire?

Yes, a non-permanent substitute teacher is a separate class of employee who is not within the definition of teacher referenced in Q & A item 1) above. Therefore, you may leave teaching and become a non-permanent substitute teacher immediately. As a non-permanent substitute teacher, you may not work for more than 40 consecutive school days in the same assignment; if you do, you will be considered performing the tasks of a teacher and, thus, be subject to the applicable IRS and TRB rules. Once a reemployed teacher works 40 days as a substitute teacher they may not receive pension benefits and return to work as a substitute or as a teacher in the same district for six months.

14) If I work as a teacher in a Connecticut school district and then, after retirement, in a capacity not covered by TRB, am I subject to the 45 percent rule?

No. If you are a retired teacher who becomes reemployed in a non-TRB covered position, the 45% rule does not apply to your reemployment.

## **SUBJECT SHORTAGE AREA OR PRIORITY SCHOOL DISTRICT**

15) As a Subject Shortage Area or Priority School District teacher, are there salary requirements that must be followed and what benefits must be offered?

The salary requirement is to be paid at a rate at least equal to that rate based on your experience and credentials in the appropriate lane in the hiring school district for the same type of service. In addition, you would be eligible for health benefits provided to active teachers by that district. For those that are reemployed health insurance benefits are not eligible for State of CT TRB financial support. You would not accrue additional pension benefits at TRB. In order to be reemployed as a subject shortage or priority school district teacher, you must conform to the applicable IRS and TRB rules.

16) If I am receiving a pension from TRB and do not get TRB approval for my service as SSA/PSD reemployed teacher, what will be the consequences?

Individuals who are not approved for reemployment by the TRB will have to reimburse TRB for the value of their pension and health insurance benefits for the period of reemployment.

## **FORTY FIVE PERCENT RULE**

17) As a teacher working under the 45 percent rule, are there salary requirements and limitations that must be followed, and what benefits must be offered?

The salary requirement is that the teacher must be paid at a salary rate at least equal to the rate based on your experience and credentials in the appropriate lane in the hiring school district for the same type of service. Your earnings must also be limited to 45 percent of the maximum salary at the highest step at the appropriate lane for the assignment. You are also entitled to health insurance benefits available to other teachers in the system. For those that are reemployed health insurance benefits are not eligible for State of CT TRB financial support. Taking or not taking the health benefit plan cannot be a condition of reemployment.

18) If a school district has a health benefit plan that does not provide for coverage of an individual that is less than full time, must it amend the plan to allow for 45 percent rule teachers to be covered?

Yes, the legislature has determined and intended to allow 45 percent rule reemployed teachers to participate in the health benefit program of the active teachers. The employing school district will have to offer the program on the same proportionate cost basis as any other employee would be offered.

19) If a school district covers all individuals above .5 FTE as 100 percent covered (subject to employee cost share) would the district have to modify the program for 45 percent rule employees?

Yes, the program would have to be modified. In the case of full reimbursement for all .5 FTE, the .5 FTE level would have to be dropped below that to accommodate the 45 percent rule reemployed teachers. (see bullet number 20 for an example)

20) How would the 45 percent rule for reemployed teachers be affected by a contract that provides for proportional coverage by a school system?

A number of school districts currently require that any active member who is over .5 FTE be eligible for proportional coverage. Thus, in the case of a reemployed retired teacher, who is employed under the 45 percent rule, who participates in a plan that costs \$20,000 with a 20 percent cost share, the employee and district cost would be:

Total cost = \$20,000

Employer cost = employer cost percentage x percentage FTE x cost of the plan Em-

ployer cost = .8 x .45 x \$20,000 = \$7,200

The employee would be responsible for remainder i.e. \$12,800.

The reemployed teacher must be eligible to participate in the health benefit plan up to the proportionate share of the time that they are employed. For example, a 30 percent retiree may participate in the health insurance but the district may be responsible for a smaller share, as follows.

In the same situation described directly above but with a 30 percent reemployment, the calculation would be:

Total cost = \$20,000

Employer cost =  $.8 \times .3 \times \$20,000 = \$4,800$

The teacher would be responsible for the remaining \$15,200.

## **HEALTH INSURANCE**

21) How will the health benefit plan be determined for teachers that are not subject to a union contract?

These individuals (usually superintendents or assistant superintendents) may choose the health benefit plan as provided for in the administrator group labor agreements.

22) If I am a reemployed teacher, must I take the health benefits?

No, taking the health benefits is optional for the employee.

23) If I am a reemployed teacher may I take only part of the health benefit program (e.g. dental coverage)?

Yes, if the district offers active teachers the option to take only dental, it must offer the same option to retirees.

24) If I receive health benefits from my last employing BOE (a different district from my re-employing district), may I keep that coverage?

Yes. The reemploying district would be responsible for the premium during the period of reemployment.

25) May a retired teacher that is receiving the TRB Medicare supplement plan continue to receive that plan as a reemployed teacher?

Yes, given the operational difficulties of entering and leaving Medicare, TRB has determined that reemployed teachers will be eligible to continue participation in the TRB Medicare supplement plan at full cost, (not simply the employee cost share).

For reemployed teachers who take the TRB Medicare supplement plan rather than the district's plan for active teachers, the employing school district can reimburse the reemployed teacher for the full cost of the premiums for the TRB Medicare supplement plan that the person pays.

26) How does the participation in the TRB health benefit program vary by type of reemployment?

Reemployed teachers who remain eligible to receive their monthly pension benefit will have the full unsubsidized TRB health benefit premium deducted from their monthly benefit. The reemploying Board of Education would reimbursement the retiree for the premium.

Reemployed teacher who are not receiving their pension benefit will be provided with a bank debit form to have the full unsubsidized TRB premium debited from their bank account and receive reimbursement from the Board of Education who reemployed them.

27) What is meant by health benefit plan versus employee benefits?

Health benefit plan for purposes of reemployment includes: medical, prescription drugs, dental, vision, hearing, supplemental medical expense, qualified contributions to HSA programs, contributions to, or benefits from, HRA programs, employee assistance programs and health reimbursement programs.

Employee benefits includes any other qualified and nonqualified benefits such as disability insurance, life insurance, annuities and retirement plan contributions (e.g., 403b, 401a, 457 or otherwise), parking allowances, housing allowances, etc.

## **PENSION BENEFITS SUSPENSION RULE**

28) If I have elected to have my pension benefits suspended and return to work full-time, what benefits may I receive?

By having your pension benefits suspended, you are allowed to receive all salary and benefits provided for under the applicable active teacher or administrator contract (if covered by a collective bargaining agreement) or by negotiation (for teachers not covered by collective bargaining agreements).

29) If I intend to work more than one school year, do my pension benefits resume during the summer months.

No, your benefits resume once you are fully re-retired.

Monthly **Superintendent's** Report  
Status of  
Hampton Elementary School  
Reported by:  
Dr. Frank Olah  
August, 2016

General Comments and reflections:

August started with a great deal of problem solving. We were able to recruit Sam Roberson - our school guidance counselor - to become our new principal when Andrea was informed by the Teacher Retirement Board that she could no longer work as our principal unless she gave up her retirement payments. After the Board voted to hire Sam as principal, she and Andrea worked together to plan for the new school year by putting in place a complete and effective transition experience (See below).

We also hired a new teacher, Mrs. Christina Milton who will be the 2/3 teacher in math and English Language Arts and the 5/6 teacher for Science and Social Studies. She comes to Hampton from Windam with years of early childhood experience as well as three years of teaching in Grade 4. She is the "bridge" between the 2/3 and the 5/6 assignments we have in place for this academic year.

On August 3, I met with Mr. Henrici at the RD11 office and we had a far ranging discussion that included his wonderful offer to have two grade 6 students attend PHMS for their math and ELA classes. I informed him of our decision to keep our students at HES. I asked if there might be an opportunity for the PHMS video students to come to HES to develop a video about our school through the eyes of our students. We discussed other types of interactions between HES students and our students at RD11 over the next academic year.

Andy Nichols has been really on top of the summer school cleaning process as well as keeping tabs on both the solar panels and cupola repairs.

Solar Panels:

I met with a representative of C-Tec solar installers with Andy on August 17 and we reviewed the installation process that commenced on August 22. The new placement of the electric meter will be completed and the installation of the solar switching equipment will follow.

Cupola Repair:

Andy, Frank and Dana met on Thursday August 4 to review the progress of the repairs. The McClintock company representative was also present and he discussed what needed to be completed with the cupola windows before the interior sheetrock could be replaced. The window repair came in in excess of \$19,600.00 which is the responsibility of the school to pay. Because of the amount in excess of \$10,000.00 per the Board policy #3323 I had to determine that this constituted an emergency and I informed the Board that I invoked Policy #3323 Section D to allow the work to continue so as not to impact the opening of school. An e-mail was sent to all board members and a copy of the scope of work was forwarded to Allan Cahill so the town would be informed of my decision. The work contract was then signed and the repairs were started on 8/11/16 with the estimate of a work schedule of 5 to 7 days which means that school will open on time.

Grade 6 students programing in math/ELA:

After connecting with CSDE representative and speaking directly with both students and their mothers, the decision was made to plan for the students to obtain their grade 7 math and ELA

curriculum at HES using two appropriately qualified tutors as discussed at a Board meeting. All curriculum materials will be coming from RD-11 and the specific schedule has not yet been finalized with all teachers/tutors involved. Both parents and both students were pleased with the tutoring arrangements. This allows each student to enjoy a full day of education that will not be interrupted by an hour of travel time if they were bused to PHMS each day.

**General summer maintenance:**

All of the summer cleaning has been completed as of August 12 and Andy and Elio have been assisting teachers as they come back to their classrooms. Many teachers have "worked" in their classrooms during the last two weeks of August.

In addition, the boiler repairs of various gages and fittings as well as the annual cleaning has been completed. The replacement of two hearing units was also completed. The side playground area has been recoated with a driveway coating material. The playscape equipment has been inspected by a representative from Braman Extermination Inc. and the equipment showed no infestation by any types of bees or hornets on August 3, 2016.

**Emergency Generator:**

Research on the possible replacement of the current back-up generator began with Frank and Andy discussing their concerns with Allan Cahill at the town hall. The town replaced their generator last year and information was shared. I have a meeting scheduled for August 25 with Parquette Electric to give me an estimate for the creation of a bid specification sheet that can be used when the bid process is commenced.

**Before and After School program by Carelot:**

Carelot was notified of the board's vote on approving the before and after school program. Carelot began the certification process with the state. We have forwarded the requested water testing results to Carelot as part of their certification process and employees from Carelot have visited the school to review the gym area that they will be using. Note: See attached Carelot ad from the Turnpike Buyer.

**Emergency door repair:**

The repairs on the emergency door was completed on Friday, August 19, 2016

**Accounting department:**

With Sally out for vacation the past week, all bills and accounting has been on hold pending her return. I would ask the Board to continue to investigate this critical issue. I will have a recommendation for your next Board meeting in September.

**Transition plan for the principalship:**

The transition between Andrea and Sam has entered its first section by having Sam approved for the position. The week of Aug 9 will offer Sam an opportunity to clean her office. Letters explaining the transition were sent to all faculty and staff as well as parents. August 15 began the second phase of the transition with Andrea becoming the Transition Coordinator and Sam assumed the position of school principal. Letters to parents were sent out on August 15 explaining the change. The mentoring plan has been developed and currently has four sections (phases): #1 - Transition from Andrea to Sam (Aug. 15 to Sept. 2) #2 - Development of mentoring model between myself and Sam (Sept. 2 to Sept. 30) #3 - Implementation of the mentoring process and the beginning of the recording of the year's mentoring process by both Sam and myself. #4 - The end of the year summary report (2016-17) will be developed for the Board's July, 2017 meeting.

EastConn Contract for ELA curriculum / in service:

Based on a contractual obligation EastConn has with HES, I met with an EastConn representative to determine how best our faculty can take advantage of this contract for their in-service work. The specific details will be forthcoming from EastConn.

Teacher assignments for 2016 - 2017:

The teacher employment letters were mailed the week of August 9 and the teacher assignments and schedules are part of the principal's report.

FOI Request:

A recent FOI request was accommodated and there are no current procedures in place for the copying of materials to answer these requests. I have therefore implemented (pending Board review and approval) - starting August 31, 2016 - the following procedures:

For all FOI requests, a standard copy fee rate of \$.50/page will be charged and a normal retrieval time of at least two weeks from the date that the FOI request is received by the school (HES) / Hampton Board of Education representative will be followed.

The request for information/documents of Hampton Elementary School records (No health, child specific information or personnel records) must be made citing the specific information requested (date, topic, extent of record, person/department responsible for the records requested) and if a copy of the requested records is to be requested must be stated.

All FOI requests are to be sent to the attention of the Chairperson of the HES Board of Education c/o HES office.

These procedures are posted on August 31, 2016.

This notice will be posted in the office and on the district's web site on August 31, 2016.

Policy Review:

A review of the Hampton Board of Education policy #'s 1000 to 9000 was completed and a flow chart was developed in order to insure that all policy requirements are in place or will be put into place as required. This policy review for all superintendent required actions in policies will be completed within 30 days and a report will be presented to the Board at its September meeting. (See attached flow chart)

### **Superintendent's Work Schedule**

Schedule for August, 2016 is as follows: Tuesday / Thursday: 8:00 to 2:00 Wednesday 8:00 to noon. Board meetings on August 3 and 24 from 6:30 until the Board adjourns + 15 minutes to close the building. On August 22, 2016 I attended the annual CSDE Commissioner's meeting for all superintendents.

Other:

I am very proud to report to the Board that through the efforts of your administrators, town officials, custodial staff, teachers, parents, and our various contractors - the following items have been completed and your school's academic year will start on time and fully ready to welcome Hampton students on August 31, 2016:

- Principal is in place
- Grade 2/3 & 5/6 teacher hired and in place
- School social worker/ counselor hiring is in process
- Emergency door replacement is completed

- Weather proofing of cupola windows completed using the Board's policy's emergency provision of the bidding process
- Removal of mold and the repair of the interior of the cupola will be completed
- Solar Panels will be connected and producing electricity soon if not by the Board's meeting
- EastConn contract has been re-negotiated and is now in place for multiple teacher training activities at no cost to the district
- Before / After school program is ready for the opening of school
- Academic differentiation program is in place for two grade 6 students
- The entire school - interior and exterior - has been cleaned and appropriately inspected to insure student health & safety
- A complete policy review to insure that all policy requirements are being properly implemented has covered policy #'s 1000 to 9000

HES  
**"The Little Power House"**

Revised 8/22/16





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*Assistance provided by LEAD Connecticut and the Connecticut State Department of Education*

# **Success Strategies for Leadership Team Evaluation:**

## **Board of Education and Superintendent of Schools**

**Approved by CABE and CAPSS - Spring 2016**

# **CABE/CAPSS Evaluation Committee Members**

## **CABE Representatives**

**Richard Murray, President**

**Donald Harris, Area 2 Director and Member of the Executive Committee**

**Robert Rader, Executive Director**

**Patrice McCarthy, Deputy Director and General Counsel**

## **CAPSS Representatives**

**Frank Baran, President of CAPSS and Superintendent of Woodstock Public Schools**

**Alan Addley, CAPSS 1<sup>st</sup> Vice President and Superintendent Granby Public Schools**

**Judith Palmer, Superintendent, Region 7 Public Schools Joseph Cirasuolo, Executive Director, CAPSS**

# Table of Contents

|   |          |
|---|----------|
| <b>Preface .....</b>  | <b>1</b> |
| <b>Legal Considerations: Executive Session and Freedom of Information Act (FOIA) .....</b>  | <b>2</b> |
| <b>Recommended Evaluation Process .....</b>   | <b>2</b> |
| <b>Recommended Evaluation Process and Timeline Flowchart .....</b>                          | <b>4</b> |
| <b>Superintendent’s Leadership Performance Areas and Specific Areas of Responsibility..</b> | <b>5</b> |
| <b>Growth in Student Achievement .....</b>  | <b>5</b> |
| <b>Educational Leadership .....</b>   | <b>5</b> |
| <b>Organizational Management .....</b>  | <b>6</b> |
| <b>Community and Board of Education Relations.....</b>                                      | <b>6</b> |
| <b>Personal and Professional Qualities and Relationships.....</b>                           | <b>7</b> |
| <b>Board of Education Self-Assessment.....</b>  | <b>9</b> |

## **Preface**

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. THE Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

### **Legal Considerations: Executive Session and Freedom of Information Act (FOIA)**

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

**Note:** Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

### **Recommended Evaluation Process**

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

### **Beginning of New Evaluation Year Meeting – July/September**

**Step 1:** The Board conducts its self-evaluation and goal-setting.

**Step 2:** The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

**Step 3:** In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

## **Mid Year Evaluation Meeting – December / January**

**Step 1:** The Board reviews its performance in light of previously established goals.

**Step 2:** It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

**Step 3:** During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

## **End of the Year Evaluation of the Superintendent – May / June**

**Step 1:** The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

**Step 2:** The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

**Step 3:** A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

**Step 4:** The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

## Recommended Evaluation Process and Timeline Flowchart

|   |
|---|
| <p style="text-align: center;"><b>Beginning of New Evaluation Year Meeting</b><br/><b>July / September</b><br/><b>(Meeting to be conducted in executive session)</b></p> <p>Step 1: Board Self-Evaluation and Goal Setting<br/>Step 2: Leadership Team Goal / Priority Setting.<br/>Step 3: Superintendent’s Professional Goals and Objectives.</p>   |
| <p style="text-align: center;"><b>Mid-Year Evaluation Meeting</b><br/><b>December / January (Con-</b><br/><b>ducted in executive session)</b></p> <p>Step 1: Board Reviews Its Performance<br/>Step 2: Informal Leadership Team discussion regarding progress on goals and objectives.<br/>Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>   |
| <p style="text-align: center;"><b>End of Year Evaluation of the Superintendent</b><br/><b>May / June</b></p> <p>Step 1: Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance.<br/>Step 2: Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.<br/>Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.<br/>Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p> <p><b>Note: Superintendent’s Evaluation is a public document subject to FOIA.</b></p> |

## I. Growth in Student Achievement

**Definition:** The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

### Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
  - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
  - The extent to which the school system has met the established system goals for student achievement.

## II. Educational Leadership

**Definition:** Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

### **Areas of Responsibility:**

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.\*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

\*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

### **III. Organizational Management**

**Definition:** Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

#### **Areas of Responsibility:**

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

### **IV. Community Relations**

**Definition:** Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

### **Areas of Responsibility:**

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

## **V. Board of Education Relations**

**Definition:** A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

## **VI. Personal and Professional Qualities and Relationships**

**Definition:** Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

### **Areas of Responsibility:**

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.

- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

## Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

| <b>Vision</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Not sure</b> |
|--|----------|----------|----------|----------|----------|-----------------|
| 1. The Board has a vision/mission for the school district with a primary focus on student achievement.   |          |          |          |          |          |                 |
| 2. The vision/mission and goals are developed collaboratively with staff and the community.  |          |          |          |          |          |                 |
| 3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.  |          |          |          |          |          |                 |
| 4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.   |          |          |          |          |          |                 |
| 5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.  |          |          |          |          |          |                 |
| 6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.  |          |          |          |          |          |                 |
| 7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.  |          |          |          |          |          |                 |
| <b>Total Vision</b>  |          |          |          |          |          |                 |
|  |          |          |          |          |          |                 |
| <b>Community Leadership</b>  |          |          |          |          |          |                 |
| 8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.   |          |          |          |          |          |                 |
| 9. The Board works to promote the accomplishments of the district within the district and community at large.  |          |          |          |          |          |                 |
| 10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.  |          |          |          |          |          |                 |
| 11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.                                     |          |          |          |          |          |                 |
| 12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students. |          |          |          |          |          |                 |
| <b>Total Community Leadership</b>  |          |          |          |          |          |                 |

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

| <b>Board Operations</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Not sure</b> |
|--|----------|----------|----------|----------|----------|-----------------|
| 13. The Board ensures the District policy manual is up-to-date and comprehensive.  |          |          |          |          |          |                 |
| 14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.                                  |          |          |          |          |          |                 |
| 15. The Board makes decisions based on analysis of relevant research and data.   |          |          |          |          |          |                 |
| 16. The Board adopts a fiscally responsible budget based on the district’s priorities and regularly monitors the fiscal health of the district.                          |          |          |          |          |          |                 |
| 17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.                        |          |          |          |          |          |                 |
| 18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district. |          |          |          |          |          |                 |
| 19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.   |          |          |          |          |          |                 |
| 20. The Board conducts an effective annual self-evaluation.  |          |          |          |          |          |                 |
| 21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.                              |          |          |          |          |          |                 |
| 22. The Board belongs to, actively supports and participates in professional organizations.  |          |          |          |          |          |                 |
| <b>Total – Board Operations</b>  |          |          |          |          |          |                 |
| <b>Board Ethics</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Not sure</b> |
| 23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.   |          |          |          |          |          |                 |
| 24. The Board members maintain confidentiality regarding sensitive communications.   |          |          |          |          |          |                 |
| 25. The Board members honors board decisions even when the vote is not unanimous,  |          |          |          |          |          |                 |
| 26. The Board does not let politics interfere with district business.  |          |          |          |          |          |                 |
| 27. The Board deals with both internal and external conflicts openly, honestly and respectfully.   |          |          |          |          |          |                 |
| <b>Total Board Ethics</b>  |          |          |          |          |          |                 |

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

| <b>Board Superintendent Team</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Not sure</b> |
|--|----------|----------|----------|----------|----------|-----------------|
| 28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district. |          |          |          |          |          |                 |
| 29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.  |          |          |          |          |          |                 |
| 30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.   |          |          |          |          |          |                 |
| 31. The Board provides direction to the Superintendent as a whole, not from individual Board members.  |          |          |          |          |          |                 |
| 32. The Board follows the chain of command as identified by board policy.  |          |          |          |          |          |                 |
| <b>Total – Board Superintendent Team</b>   |          |          |          |          |          |                 |
| <b>Grand Total</b>   |          |          |          |          |          |                 |
| <b>Average</b>   |          |          |          |          |          |                 |

Please add any additional comments here (comments will be shared with participants):

**Vision:**

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**Community Leadership:**

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**Board Operations:**

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**Board Ethics:**

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**Board/Superintendent Relations:**

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**General Comments:**

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