

Policy Committee  
Monday, September 30, 2019, 2:00 PM  
SAU 33 Office  
Agenda

- I. Call to Order
- II. Proof of Posting
- III. Policies for Review:

**Worker's Compensation/Accrued Leave Policy**

Below is a rough draft of the changes to the proposed policy discussed at the last meeting. Human Resources Coordinator Karen Stuart will be joining us for this part of the meeting to review this policy, and discuss with us the practical considerations associated with implementation.

Workers Compensation Policy

Worker's Compensation Use of Accrued Leave and Repayment Agreement

**Staff-Student Relations Policies - Redact Duplicate Policy**

JICDAA and GBEBB are duplicate policies. NHSBA advises redacting JICDAA.

JICDAA Staff-Student Relations

Redact duplicate policy (NHSBA advice)

**Communicable Disease/Pediculosis**

The current and proposed policies have been reviewed by our school nurses, who had no further recommendations.

JLCC Communicable Diseases/Pediculosis

Corresponding NHSBA Policy

**Reporting Child Abuse**

JLF Reporting Child Abuse

Corresponding NHSBA Policy

## **Student Interrogations**

Review of this policy regarding law enforcement interviews to ensure it aligns with the student handbooks and police interviews and our MOU policy with the Police Department.

[JHSD Student Interviews and Interrogations](#)

[Corresponding NHSBA Policy](#)

[JICD-R MOU with Police Department](#)

## **Free and Reduced Meals**

Our Nutrition Service Director has requested review of this policy, as she believes the option to appeal a negative determination to the Board and the Superintendent is incorrect (in both our policy and the NHSBA model policy). We're gathering some more information about this that we hope to have for our Monday meeting.

[EFC Free and Reduced-Price Lunch Policy](#)

[Corresponding NHSBA Policy](#)

## **Superintendent Evaluation**

[Sanborn Regional School District Policies](#)

The Sanborn Regional School District Policies have been identified by the Board and Superintendent as preferred over other examples. Various feedback mechanisms will also be discussed.

Current Raymond School District Policies:

[CBI Evaluation of the Superintendent](#)

[CBIA-R Superintendent Evaluation](#)

[CBIA Superintendent's Evaluation](#)

NHSBA Policies:

[NHSBA CBI Superintendent Evaluation and Goal Setting](#)

[NHSBA CBI F1 Superintendent Evaluation and Goal Setting Form](#)

[NHSBA CBI F2 Evaluation of the Superintendent](#)

## **IV. Adjournment**

**RAYMOND SCHOOL DISTRICT**  
**WORKERS' COMPENSATION/ACCRUED LEAVE POLICY**  
**DRAFT**

The purpose of this policy is to put into writing the Raymond School District's current procedures for the use of accrued leave by employees with workers' compensation claims.

1. Employees may use three (3) days of accrued leave, if available, so that the employees can be paid during the three (3) day waiting period in RSA 281-A:22. Employees who use accrued leave days during the waiting period are required to reimburse the District for the days if the workers' compensation carrier pays the employees for these days. After the District receives reimbursement from the employees, the District shall restore the leave time to the employees.
2. Employees who receive workers' compensation benefits are ~~not~~ permitted to supplement their workers' compensation benefits with accrued sick and/or personal leave to bring the employee's gross earnings to 100%. Compensation benefits and accrued leave combined may not exceed total normal compensation.
3. Employees who are waiting for a worker's compensation eligibility determination and/or workers' compensation payments may use accrued sick and/or personal leave. If the employees subsequently receive payment from the workers' compensation carrier for those days, the employees shall reimburse the District for any leave paid to the employees for those days. After the District receives reimbursement from the employees, the District shall restore the leave time to the employees.
4. Employees shall sign a Workers' Compensation Use of Accrued Leave and Repayment Agreement to request the use of accrued leave under this policy.

**RAYMOND SCHOOL DISTRICT**  
**DRAFT**  
**Workers' Compensation**  
**Use of Accrued Leave and Repayment Agreement**

I, \_\_\_\_\_, voluntarily request that the  
Raymond School District:

*(Check Option A or B below):*

☐ A. Do not use my accrued time while I am awaiting a workers' compensation eligibility determination and/or payments. I acknowledge that I will only receive the workers' compensation payment(s) from the District's insurance carrier.

☐ B. Use my accrued leave while I am awaiting a workers' compensation eligibility determination and/or payments as designated below:

- ☐ Sick Leave
- ☐ Confidential Personal Leave

**Repayment Agreement**

I understand and agree that I must reimburse the Raymond School District for any paid leave I received from the District when the workers' compensation carrier pays me for those days.

I also understand and acknowledge that after I have repaid the Raymond School District for the paid leave I received from the District, the District shall restore to me the leave time. If total workers' compensation exceeds total normal compensation, I will repay the overage to the District.

**I acknowledge that I have received and read a copy of the Raymond School District's Workers' Compensation/Accrued Leave Policy.**

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Name (Typed or Printed)

\_\_\_\_\_  
Date

## Raymond School District Policy JICDAA (Also GBEBB)

### EMPLOYEE-STUDENT RELATIONS

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistent and fairly applied discipline and established professional boundaries.

Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff members shall not fraternize, either verbally or in writing, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to RSA 169-C:29 and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate school staff or agency for assistance.
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members shall not be alone in a room with a student with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBD.

Staff members who violate this policy may face disciplinary measures, up to and

including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.

Adopted: May 5, 2010

**EMPLOYEE - STUDENT RELATIONS****Category:** *WITHDRAWN***Related Policies:** *GBE, GBEA, GBEB & GBEBB***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the district's own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy code references, duty assignments etc.*
- (b) *{\*\*} indicates reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) *NHSBA is withdrawing previous sample JICDAA which was identical to the earlier iteration of GBEBB. The latter policy has been revised concurrent with the withdrawal of JICDAA to align with other staff conduct and ethics policies, as well as the New Hampshire Code of Ethics and Code of Conduct for Educators, passed in November 2018. NHSBA recommends that School boards should formally repeal JICDAA (or their equivalent policies).*
- (d) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District.*

**WITHDRAWN JULY 2019**

The District withdrew former policy **{\*\*}JICDAA** . by vote of the School Board on \_\_\_\_\_. The substance of earlier sample policy **{\*\*}JICDAA** has been incorporated into policy **{\*\*}GBEBB**.

**District Policy History:***Date withdrawn:**District revision history:*

***When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes. The district should, to the extent possible, include its own adoption/revision history.***

**NHSBA history:** WITHDRAWN - July 2019; Revised September 2014; August 2006; New Policy November 2006.

**NHSBA note, July 2019:** Previous sample policy JICDAA was identical to an earlier version of GBEBB. In order to remove the redundancy, NHSBA is withdrawing previous sample JICDAA which was identical to the earlier iteration of GBEBB. The latter policy has been revised concurrent with the withdrawal of JICDAA to align with

**EMPLOYEE - STUDENT RELATIONS**

other staff conduct and ethics policies, as well as the New Hampshire Code of Ethics and Code of Conduct for Educators, passed in November 2018.

w/p-update/2019 Spring/ JICDAA Staff Student Relations 2019 (d)

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## COMMUNICABLE DISEASES/PEDICULOSIS

This policy is adopted to carry out the provisions of RSA 200:32, RSA 200:38, and RSA 200:39.

**Pediculosis: Screening.** Based on recommendations from the American Academy of Pediatrics, the Board recognizes that school-wide screening for nits (**live eggs**) alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic. The school nurse may check a student's head if the student is demonstrating symptoms.

**Management on the Day of Diagnosis.** The Board recognizes that head lice infestation poses little risk to others and does not result in additional health problems. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or Principal. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Such students will be discouraged from close direct head contact with others and from sharing personal items with other students. District employees will act to ensure that student confidentiality is maintained so the child is not embarrassed.

The Principal or school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations.

Based upon the school nurse's recommendation, other children who were most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

**Criteria for Return to School.** Students will be allowed to return to school after proper treatment as recommended by the school nurse. The Board recognizes that The American Academy of Pediatrics and the National Association of School Nurses discourage "no nit" policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

**Legal Reference:**

*RSA 200:32, Physical Examination of Pupils*

*RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*

*RSA 200:39, Exclusion from School*

*American Academy of Pediatrics, Clinical Report on Head Lice Infestation, September 2002*

*<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;110/3/638>*

*Appendix JLCC-R*

Adopted: August 1, 2002

Revised: August 6, 2008

**HEAD LICE / PEDICULOSIS***Category: Recommended***ADOPTION NOTES –**

***This text box, and all highlights within the policy should be removed prior to adoption.***

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- (b) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District.*

This policy is adopted to carry out the provisions of RSA 200:32, RSA 200:38, and RSA 200:39.

**Pediculosis: Screening.** Based on recommendations from the American Academy of Pediatrics, the Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic.

**Management on the Day of Diagnosis.** The Board recognizes that head lice infestation poses little risk to others and does not result in additional health problems. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or Principal. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Such students will be discouraged from close direct head contact with others and from sharing personal items with other students.

To avoid embarrassment and to contain the infestation, whole classrooms will be checked for head lice upon the report of possible infestation by a classroom teacher. The administrator, his/her designee, school nurse or another qualified professional will examine the child in question and the child's classmates. Siblings of students found with lice and their classmates will also be checked if there is suspicion that infestation may exist. Based upon the school nurse's recommendation, other children who were most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

The Principal or school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations.

**HEAD LICE / PEDICULOSIS**

**Criteria for Return to School.** Once a student with “live lice” has left the school, he/she will not be allowed until after treatment with an anti-parasitic drug or other proper treatment as recommended by the school nurse has begun. The Board recognizes that The American Academy of Pediatrics and the National Association of School Nurses discourage “no nit” policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head for live infestation. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

**Legal Reference:**

*RSA 200:32, Physical Examination of Pupils*

*RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*

*RSA 200:39, Exclusion from School*

*American Academy of Pediatrics, Clinical Report on Head Lice Infestation, September 2002*

<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;110/3/638>

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Legal References:**

*RSA 189:15, Regulations*

*RSA 200:32, Physical Examination of Pupils*

*RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*

*RSA 200:39, Exclusion from School*

*American Academy of Pediatrics, Clinical Report on Head Lice Infestation, September 2002*

***Legal References Disclaimer:*** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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***When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes. The district should, to the extent possible, include its own adoption/revision history.***

**NHSBA revision history:** Revised — July 2019, February 2007, November 1999, and July 1998; REVIEWED October 2004

**HEAD LICE / PEDICULOSIS**

**NHSBA note, July 2019:** Revisions to JLCC include a retitling to accurately reflect the subject matter, and minor modifications to clarify when a child with active head lice should/may be excluded, and the process for checking classmates and minimizing stigma.

w/p-update/2019 Spring /JLCC Head Lice – Pediculosis 2019-7 (d)

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## Raymond School District Policy - JLF

### REPORTING CHILD ABUSE

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal. The principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The principal will then notify the Superintendent that such a report to Health and Human Services has been made.

A written report shall be made by the principal within 24 hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

All new employees would be required to receive training and information on requirements and how to identify child abuse and neglect. The Board recommends all school district employees receive periodic training or information on how to identify child abuse and neglect, or on any new requirements

#### Legal References:

*NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect*  
*RSA 169-C:29, Persons Required to Report*  
*RSA 169-C:30, Nature and Content of Report*  
*RSA 169-C:31, Immunity from Liability*  
*RSA 169-C:34, III, Duties of the Department of Health and Human Services*

Adopted: May 3, 1971  
December 6, 1984  
Revised: August 1, 2002  
Revised: October 6, 2010

**REPORTING CHILD ABUSE OR NEGLECT****Category: Priority/Required by Law****Related Policies: GBEBA, IJOC & JICK****ADOPTION NOTES –**

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1. *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the district's own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy code references, duty assignments etc.*
2. *{\*\*} indicates reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
3. *Section D of this draft policy includes language mandating annual training for all employees, designated volunteers and third-party providers. Cost effective or free training programs are available through such organizations as the Granite State Children's Alliance (e.g., "Know and Tell"). Though advisable, the law does not mandate annual training. Board may consider removing the word "annual" or changing the mandate to something more aspirational.*
4. *The district should maintain as part of its permanent records, copies of withdrawn policies, as well as earlier versions of revised policies.*

**A. Statutorily Mandated Reporting – All Persons.**

**Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”**

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

The report should contain:

- a. the name and address of the child suspected of being abused or neglected,
- b. the person responsible for the child's welfare,
- c. the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),

**REPORTING CHILD ABUSE OR NEGLECT**

- d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to **DCYF**, call **24/7 (800) 894-5533** (in-state) or (603) 271-6562. **In cases of current emergency or imminent danger, call 911.**

**B. Additional provisions relating to school employees, volunteers and contracted service providers.**

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

**1. Request for Assistance in Making Initial Report.**

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

- (a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and**
- (b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

**2. Principal's Action upon Receiving Report.**

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

**3. Requirements for Reporting of Other Acts.**



**REPORTING CHILD ABUSE OR NEGLECT**

Employees/contract providers are also reminded of the requirements to report any act of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy {\*\*}JICK, and hazing under RSA 671:7. See also Board Policy {\*\*}GBEBA. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction or violence.

**C. Signage and Notification.**

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website.

**D. Training Required.**

The Superintendent shall assure that all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with annual refreshers thereafter, on the mandatory reporting requirements, including how to identify suspected child abuse or neglect.

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**District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

***District revision history:***

**Legal References:**

*NH Code of Administrative Rules, Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect*  
*NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report*  
*RSA 169-C, Child Protection Act*  
*RSA 169-C:29-39, Reporting Law*  
*RSA 189:72, Child Abuse or Neglect Information*  
*RSA 193-D:4, Safe School Zones, Written Report Required*

***Legal References Disclaimer:*** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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**REPORTING CHILD ABUSE OR NEGLECT**

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**NHSBA history:** Revised – July 2019, May 2008, October 2004, November 1999, and July 1998

**NHSBA note, July 2019,** Sample policy JLF was revised to (a) more closely track the requirements RSA 169-C, (b) clarify the participation of the Principal, (c) include reference to the NH Code of Conduct for Educators, and (d) provide a mandate for annual training. See adoption notes above for further information.

w/p-update/2019 Spring/J/JLF Reporting 2019-7 (d)

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## Raymond School District Policy – JIHD

### STUDENT INTERVIEWS AND INTERROGATIONS

#### Interviews by School Administrators

When a violation of Board policy or school rules occurs, the school principal or designee may question potential student victims and witnesses without prior consent of the parent, guardian, or legal custodian. If a school official is investigating a report of child abuse regarding the student and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

#### Interrogations by School Administrators

In situations where a student is suspected of violating Board policies or school rules, the principal or designee may interrogate the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The school principal or designee may question potential student victims and witnesses without prior consent of the parent, guardian, or legal custodian. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing to the proper school administrator.

#### Interviews and Interrogations by Law Enforcement Officers

It is the desire of the school district to cooperate fully with all law enforcement agencies in the community. When law enforcement officials find it necessary to interview students during the day for non-school related investigations, they will contact the student only through the principal's office. All interviews with students at school, by officers of the law, will be conducted in a private office with principal or counselor present and any other staff as necessary. The officer of the law will notify the parent of the interview, prior to meeting with the student. In the event it becomes necessary to interview the student away from school, either the police or a member of the school staff will notify the parents of the time and place of the interview. Occasionally, a principal may find it necessary to call the police department for assistance in handling a pupil guilty of some serious offense committed at school. In such cases, the principal will either prior to or immediately after contacting the police, attempt to contact the student's parents/guardian. The School Resource Officer (SRO) routinely makes inquiries regarding discipline. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstance exist, such interviews and interrogations are discouraged during the students' class time. The principal and principal's designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process, while at the same time cooperating with law enforcement efforts.

Adopted: March 19, 2008

**STUDENT INTERVIEWS AND INTERROGATIONS***Category: Optional**Related Policies: JLF***ADOPTION NOTES –**

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- (b) {\*\*} indicates reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (c) Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District.*

**A. Interviews of Student Witnesses or Victims by School Administrators.**

When a violation of Board policy or school rules occurs, the school Principal or designee may question potential student victims and witnesses without prior consent of the parent, guardian, or legal custodian. If a school official is investigating a report of child abuse regarding the student and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

**B. Interrogations of Student Suspects by School Administrators.**

In situations where a student is suspected of violating Board policies or school rules, the Principal or designee may interrogate the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing to the proper school administrator.

**C. Interviews of Students by Law Enforcement or DCYF Caseworkers in Certain Cases.**

Under RSA 169-C:38, law enforcement personnel and trained caseworkers of the New Hampshire Division of Human Services, Division of Children, Youth and Families (DCYF) shall have the right and authority to enter any school for the purpose of conducting an interview with a child, with or without the consent or notification of the parent or parents of such child, if there is reason to believe that the child has been:

- (a) Sexually molested.
- (b) Sexually exploited.
- (c) Intentionally physically injured so as to cause serious bodily injury.

**STUDENT INTERVIEWS AND INTERROGATIONS**

- (d) Physically injured by other than accidental means so as to cause serious bodily injury.
- (e) A victim of a crime.
- (f) Abandoned.
- (g) Neglected.

For any interview conducted pursuant to this paragraph C, school officials shall provide a private space within the school suitable for a recorded interview. (The recordings are made and retained by law enforcement/DCYF, not the school).

**D. Other Interviews and Interrogations by Law Enforcement Officers.**

In other instances, law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstances exist, such interviews and interrogations are discouraged during the students' class time. The Principal and principal's designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process, while at the same time cooperating with law enforcement efforts. Accordingly, the Principal or designee shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the Principal or designee shall immediately contact the Superintendent or district legal counsel for assistance.

**District Policy History:**

First reading: \_\_\_\_\_

Second reading/adopted: \_\_\_\_\_

***District revision history:***

**Legal References:**

*RSA 169-C:29-39, Child Protection Act, Reporting Law*

***Legal References Disclaimer:*** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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***When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes. The district should, to the extent possible, include its own adoption/revision history.***

## STUDENT INTERVIEWS AND INTERROGATIONS

**NHSBA history:** Revised – July 2019; New policy – November 2007

**NHSBA note, July 2019:** NHSBA revised this policy to reflect the specific provisions of RSA 169-C:38, IV regarding interviews of children who are suspected of being abused or neglected, and with minor grammatical or formatting changes.

w/p-update/2019 Spring /JHD Interrogations 2019 (d)

**DISCLAIMER:** This sample policy is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. This sample is provided for general information only and as a resource to assist subscribing Districts with policy development. **School Districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption.** NHSBA continually makes revisions based on school Districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

RAYMOND SCHOOL DISTRICT POLICY JICD-R  
RSA 193-D Safe School Zones  
Memorandum of Understanding  
Raymond School District and Town of Raymond Police Department

The Raymond Police Department and the Raymond School District agree to work in a joint cooperative effort to provide a safe and healthy school environment for the students, staff, and visitors. We intend to do this in compliance with New Hampshire RSA 193-D, Safe School Zones, as amended.

- I. "Acts of theft, destruction, or violence" as defined and described below, regardless of the age of the perpetrator, shall be reported as required below:

**A. Mandatory Reporting:** The following incidents will be reported to the Raymond Police Department in accordance with the provisions of RSA 193-D and this memorandum.

- a. RSA 630:1 - Capital Murder, RSA 630:1-a - First Degree Murder, RSA 630:1-b - Second Degree Murder, RSA 630:2 - Manslaughter. Any death shall be reported to law enforcement regardless of the suspected cause.
- b. RSA 631:1 - First Degree Assault and Second Degree Assault - These include assaults involving serious bodily injury to another and assaults with a deadly weapon.
- c. RSA 632-A:2 - Aggravated Felonious Sexual Assault, RSA 632-A:3 - Felonious Sexual Assault, RSA 632-A:4 - Sexual Assault - These include a number of prohibitions on sexual contact with a person in a Safe School Zone.
- d. RSA 633:1 - Kidnapping - This includes knowingly confining another with the purpose to hold them for ransom, avoid apprehension by a law enforcement official, terrorize him/her or some other person, or commit an offense against, or to detain or conceal any child under the age of 18 unrelated to the person with the intent to detain or conceal the child from a parent/guardian or other person having lawful physical custody of the child.
- e. RSA 159 - Unlawful Possession or Sale of a Firearm or Other Dangerous Weapon - Any person, except law enforcement personnel, in possession of a firearm within a Safe School Zone will be reported. Also, RSA 193:13 - prohibits pupils from bringing or possessing a firearm as defined in Section 921 of Title 18 of United States Code in Safe School Zone or possessing a pellet or BB gun, rifle, or paintball gun. Title 18 United States Code, Section 922(x)(2)(A) prohibits any juvenile from knowingly possessing a handgun or ammunition for a handgun.
- f. RSA 634:1 - Arson - This includes knowingly starting a fire or causing an explosion which unlawfully damages the property of another.
- g. RSA 635 - Burglary - This includes entering or remaining unlawfully in a building or occupied structure or a separately secured or occupied section thereof with the purpose to commit a crime therein.
- h. RSA 636:1 - Robbery - A person commits robbery if in the course of committing a theft they use physical force on the person of another and such person is aware of such force or they threaten another with or purposely put another in fear of immediate use of physical force.
- i. RSA 318-B - Illegale Sale or Possession of a Controlled Drug.

- j. RSA 631:4 - Criminal Threatening - This includes putting a person in fear of imminent bodily injury and threatening to commit a crime with a purpose to coerce or terrorize.
- k. RSA 639:2 - Incest.
- l. RSA 639:3 - Endanger the Welfare of a Child - This includes violating a duty of care protection or support a person owes to a child; or inducing the child to engage in conduct that endangers the child's health or safety.
- m. RSA 645:1, II and III - Indecent Exposure and Lewdness - This includes a person performing a gross or lewd act in the presence of a child less than 16 years old. This includes purposely transmitting a lewd image to a child.
- n. RSA 645:2 - Prostitution Related Offenses.
- o. RSA 649-A:3 - Possession of Child Sexual Abuse Images.
- p. RSA 649-A:3-a - Distribution of Child Sexual Abuse Images - This includes the possession or transfer of any visual representation of a child engaged in sexually explicit conduct.
- q. RSA 649-A:3-b - Manufacturing Child Sexual Abuse Image.
- r. RSA 649-B:3 - Computer Pornography - The facilitation or encouraging or offering or soliciting sexual conduct of or with any child of a visual depiction of such conduct.
- s. RSA 649-B:4 - Certain Uses of Computer Service Prohibited - Knowingly utilizing a computer, etc. to seduce or entice a child or another person believed by that person to be a child to commit indecent exposure or lewdness of by conduct that could endanger the child or involve sexual assault and related offenses.
- t. RSA 650:2 - Obscenity - This includes the sale or delivery of obscene material depicting acts involving a child.

**B. Discretionary Reporting:** Notwithstanding the provisions of RSA 193-D The Safe School Zone Act, the following incidents may in the circumstances described below not be reported.

- a. Simple assault under RSA 631:2-a.

Simple assault includes knowingly making unpriligened contact with another person.

The parties acknowledge and agree that simple assaults will not normally be reported to the police department and will usually be handled as an internal disciplinary matter as permitted by RSA 193-D:4, I (b) under the District's policies which set forth circumstances under which parents will be notified of simple assaults.

Examples of minimal contacts that will not generally be reported include, but are not limited to: minor bumping, pushing, tripping another, grabbing a backpack or personal item of clothing, or simply placing a person's hand(s) on another when it is clear the person does not want to be touched. Simple assault also includes knowingly or recklessly causing bodily injury to another. This will be reported when the act or when the bodily injury is deemed serious enough by the principal to be reported. Simple assault also includes negligently causing bodily injury with a deadly weapon. Such suspected assault will be reported.



- b. The parties also acknowledge and agree common self sense dictates that not every act which may fit the technical definition of Criminal Mischief under RSA 634:2 (purposely or recklessly damaging the property of another. This includes school property) and Theft under RSA 637 (obtaining or exercising of unauthorized control over the property of another. This includes school property) needs to be reported to the Police Department. For example, purposefully breaking or stealing a fellow student's pencil is not required to be reported while stealing and/or intentionally taking and breaking a cell phone should be reported. Therefore, acts of criminal mischief and theft as defined for the purpose of this section will be reported when the school principal reasonably believes that the act is serious enough so that the Police Department would expect the act to be reported, provided, however, that the school district agrees to err on the side of caution by filing a report when there is doubt about whether the incident should be reported. Typically, an incident will not be reported if the value of the item taken/damages is minimal i.e. less than fifty dollars.

- c. RSA 126-K Youth Access to and Use of Tobacco Products

#### **C. Police Department Reports to School:**

1. The following information may be reported by the Police Department to the School Principal.
  - a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student, or of other students in the school, where the law allows.
2. The following information may be shared with school Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality.
  - a. The arrest and filing of a delinquency complaint against any student under the age of 18 years.
  - b. Other non-criminal activity that the Police Department deems pertinent to the student's well-being including but not limited to threatening to attempt suicide; victimization of the student by a parent, caretaker, or other individual.

#### **II. Exchange of Information:**

As authorized by RSA 193-D:7, the parties agree to exchange information relating only to acts of theft, destruction, or violence in a safe school zone regarding the identity of any juvenile, police records relating to a juvenile, or other relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency or suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or a child in need of protection under RSA 169-C.

The release of student records is governed by The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). FERPA authorizes without parental consent the release of confidential student records to "school officials" with a legitimate educational interest in the information in the educational record. The School Resource Officer (SRO) is a "school official" who may have a legitimate educational interest in certain educational records of students in the school to which the SRO is assigned.

The SRO, however, shall not disclose **educational records** to any other party including other members of the Police Department or any other law enforcement authorities without parental consent, except in accordance with FERPA.

"Law enforcement records" on the other hand are those records and other materials: (1) created by the SRO or Police Department; (2) created for a law enforcement purpose; and (3) maintained by the Police Department. Law enforcement records include Safe School Zone reports required below in Section III.

The SRO shall physically segregate education records and law enforcement records and maintain such records separately. Education records shall be subject to FERPA and the School District's policies and procedures. Law enforcement records shall be subject to the exclusive supervision and control of the Raymond Police Department.

The parties also recognize that not every action which is reported will be found to be a violation of law or be prosecuted. However, reporting an incident will allow the police department to make an investigation to determine the appropriate Department response. The school district therefore agrees to err on the side of filing a report when there is doubt as to whether an incident should be reported.

The parties agree that their representatives will meet on a regular basis to discuss the implementation of this Memorandum of Understanding, particularly with respect to which acts of simple assault, criminal mischief, and theft the police department expects to be reported. In addition the parties agree that they will meet annually to review the purpose of the memorandum of understanding.

### **III. Procedures for Reporting:**

As required by law, it is agreed that every school employee who has witnessed, or who has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act in writing immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the school principal who shall file it with the local law enforcement authority. When the principal has received any such information, she/he shall report it to Raymond Police Department immediately, by telephone or otherwise, and the reporting shall be followed within 48 hours by a report in writing.

The report required above shall include all information as defined in R.S.A. 193-D:4, II.

The written report shall be waived by law enforcement officials when there is a law enforcement response, including by an SRO, at the time of the incident which results in a written police report.

#### **School Response**

1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:
  - a. Confront the student with the nature of the offense;
  - b. Notify administration or escort the student to the principal's office;
  - c. Retrieve and turn over any physical evidence to the principal.
2. For Mandatory Reportable acts, the principal shall:
  - a. Notify the policy and student's parents/guardian, and inform them of the nature of the incident;
  - b. Turn over any physical evidence seized and a written fact summary to the Police Department;
  - c. Initiate disciplinary action in accordance with Board policies.
3. For Discretionary Reportable acts, the principal shall:
  - a. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible. Any incident reported to the Police shall also be reported to the student's parents/guardian.
  - b. Initiate disciplinary action in accordance with Board policies.

#### **IV. Definitions:**

The following terms, as defined in RSA 193-D:1 apply to this memorandum:

"Safe School Zone" means an area inclusive of any school property or school buses.

"School" means any public or private elementary, secondary, or secondary vocation- technical school in New Hampshire. It shall not include home schools under RSA 193-A.

"School Employee" means any school administrator, teacher, or other employee of any public, or private school, School District, school department, or school administrative unit, or any person providing or performing continuing contact services for any public or private school, School District, school department, or school administrative unit.

"School property: means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.

"School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

#### **V. Miscellaneous:**

The Raymond School District will cooperate with law enforcement agencies in the interest of the general welfare of all citizens. At the same time, the School District works to guard welfare of students while they are attending school. To the extent possible, precautions will be taken by both police and school officials at all times to ensure the educational process is not disrupted. In the absence of unique/extenuating circumstances, including but not limited to:

1. The presence of School Resource Officers in school under agreement with the District,
2. Police response to a call for assistance or police response to an emergency or crime being committed on school property,
3. Officers entering the school premises in hot pursuit of a suspect,
4. Police presence due to an ongoing investigation of a serious nature,
5. A police interview of a reported victim of child abuse or neglect, or
6. Presence of law enforcement at the invitation, request or encouragement of school officials.

Parental Notification: When the School Resource Officer (SRO) or other law enforcement officer questions a student at the school during a police investigation, the police department shall notify the parent/guardian as soon as reasonably possible after questioning and as required by law. In the event that any student is arrested, the student will be read *Miranda/Benoit* and given an opportunity to consult with an interested adult before further questioning.

Nothing contained in this memorandum is intended to limit the events that may be reported to the Police Department or to limit school employees from requesting police assistance on matters not referred to in this memorandum.

This Memorandum of Understanding replaces any previous written or oral understanding between the parties.

Signed by the parties on the dates indicated below, to be effective upon the date of the second party to sign.

Date: May 21, 2019

The Raymond Police Department

By: 

Title: Chief of Police

Date: May 21, 2019

Raymond School District

By: 

Title: Superintendent

Approved: May 15, 2019

ADDENDUM TO MEMORANDUM OF UNDERSTANDING BETWEEN  
THE RAYMOND SCHOOL DISTRICT AND THE RAYMOND POLICE DEPARTMENT

A goal of the Raymond School Board ("Board") is to provide a safe learning environment for its students and staff. To that end, the Board recognizes that cooperation with law enforcement agencies will help protect students, staff, and visitors and help maintain a safe environment in schools, and safeguard Raymond School District ("District") property.

The Board believes that the District's video monitoring system can be a valuable tool to monitor activity on school property to help protect students, staff, and visitors to the schools as well as police and other law enforcement personnel if and when they respond to safety emergencies at the schools.

The School Board recognizes that real time monitoring of the District's video monitoring system by police and other law enforcement responders during a safety emergency at the schools and of the exterior of school buildings when school is not in session, is permitted by FERPA because it does not involve the release of a "student record" and furthermore the release of a student record in a health or safety emergency is permitted by FERPA.

In order to allow the police and law enforcement access to the District's live video monitoring during a response to a safety emergency at Raymond schools and to the exterior of the school buildings when school is not in session, the Board and the Raymond Police Department agree to the following additional terms to their Memorandum of Understanding, dated May 21, 2019:

1. A safety emergency is defined as an articulable and significant threat where police response is necessary to keep from harm, attack or injury students, staff, visitors, or other persons.
2. The Raymond Police Department will be permitted real time access to the District's video monitoring system and cameras. The Police Department will not make any recording of any video from the District's video monitoring system when it accesses the system.
3. Access to such view-only video monitoring will be limited to the staff of the Raymond Police Department. Other law enforcement personnel working with the Police Department who respond to a safety emergency at the District's schools may be permitted to view the video monitoring as they monitor response of their personnel to a safety emergency.
4. The Superintendent of his/her designee may review any access by the police to the District's video monitoring system, and will note the date and time of any such access.
5. Video-only cameras (no audio) will only be located in public areas at District schools and on District property and will be positioned so that they can only focus on and view areas where there is no reasonable expectation of privacy. No audio recording will be made by the monitoring system located at the District's schools. (Audio recording may be made on District buses in accordance with District policy and state law.)
6. The Police Department will not under any circumstances make or allow others to make any recording while using the District's video monitoring system.
7. Any and all recordings from the District's video monitoring system made by the District will remain the property of the District. If an incident is reported, a record may be made and a recording may be retained by the District for as long as the Superintendent or his/her designee deems appropriate. Otherwise,

recordings will not be retained on an ongoing basis. Release of any recordings to the Raymond Police Department, or other law enforcements responder will only be made in accordance with state and federal law, including the Family Educational Rights and Privacy Act 20 U.S.C. 12329 (FERPA) and applicable School District policy.

Date: May 21, 2019

The Raymond Police Department

By: 

Title: Chief of Police

Date: May 21, 2019

Raymond School District

By: 

Title: Superintendent

Addendum Approved: May 15, 2019

Raymond School District Policy - EFC

FREE AND REDUCED-PRICE LUNCH POLICY

In accordance with federal regulations, the District shall make available to all children of low economic means and children of moderate income families experiencing financial difficulties free or reduced-priced lunches through the School Lunch Program in the local school.

Parents who believe their children are eligible may contact the building principal and a determination will be made relative to their eligibility. Parents may appeal a negative determination to the Board and the Superintendent.

The only means of determining the children who are receiving free or reduced-price lunches would be through the school office. This information will be confidential; thus, the children will remain anonymous.

Reference:

42.U.S.C. 1758

Adopted: January 24, 1991

Revised: May 16, 2002

## EFC - FREE AND REDUCED-PRICE LUNCH

(Download policy)

### *Category O*

In accordance with federal regulations, the District shall make available to all children of low economic means and children of moderate income families experiencing financial difficulties free or reduced-priced lunches through the School Lunch Program in the local school.

Parents who believe their children are eligible may contact the building principal and a determination will be made relative to their eligibility. Parents may appeal a negative determination to the Board and the Superintendent.

### **Legal Reference:**

*42 U.S.C. §1751 et seq., National School Lunch Act*

Reviewed: April 2004, August 2006

Revised: July 1998, November 1999

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## EVALUATION OF THE SUPERINTENDENT OF SCHOOLS

### Statement of Purpose

This procedure defines the process by which the Superintendent of Schools will be evaluated by the Sanborn Regional School Board.

### Statement of Procedure

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.

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

Members of the Board will first evaluate the Superintendent independently, using a written form, the Superintendent Evaluation Form, adopted by the Board for this purpose. The Board's Personnel Subcommittee will review and update the Form for Board approval, prior to the Superintendent's evaluation. The Superintendent will complete the same Form for his or her self-evaluation. The Board may annually also request the Personnel Subcommittee produce separate evaluation instruments for district employees and community members to complete when deemed useful to the process.

The Board will then convene in non-public to discuss the assessments and to prepare a composite evaluation. The composite evaluation will be discussed by the full Board and the Superintendent. The Board and the Superintendent will each retain a copy of the written evaluation report.

# SANBORN REGIONAL SCHOOL DISTRICT

SRSD FILE: CBI-~~B~~

The Superintendent of Schools will have an opportunity to respond in writing or orally to the evaluation.

A copy of the written evaluation report will be submitted to the Superintendent of Schools and a copy, in a sealed envelope, will be placed in his/her personnel file. Under ordinary circumstances, only the Superintendent of Schools and Chairperson of the School Board will have access to this envelope. If, because of prolonged illness or absence, the Chairperson is unable to respond to a request for information requiring the use of material on the composite written evaluation report, the Vice-Chairperson of the School Board will be empowered to have access to materials in the Superintendent of Schools' file.

*See Superintendent Evaluation Form*

Related: CBI

Effective: December 2, 1992

Revised: April 1, 1998

Revised: February 20, 2002

Revised: December 17, 2014

Revised: September 19, 2018

~~2018~~ Superintendent Evaluation

One of the annual responsibilities of the school board is to provide a detailed evaluation of the superintendent's job performance. This provides the constructive feedback necessary to promote a productive and growth-oriented mindset. Evaluation results are to be submitted to the Chairman, who will synthesize results before presenting them to the superintendent. All individual evaluations are considered confidential.

This evaluation is based on the superintendent's job description. In all ratings, care should be taken to think of specific examples that represent the score given. Open and honest feedback is imperative for a healthy board/superintendent relationship. The superintendent will also complete this form as a *self evaluation*.

Please rate the superintendent's performance in demonstrating the following roles and responsibilities on a scale of 1-5:

**1-not demonstrated\* 2-needs improvement\* 3-meets expectations 4-exceeds expectations 5-exemplary\***

\*If you choose a rating of *needs improvement*, *not demonstrated*, or *exemplary*, please provide a brief comment to explain your rating in the 'comment' section at the end of that topic.\*

If you have *no knowledge of an area* or it is not relevant to you, please indicate *N/A* - not applicable.

Board Member Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

\*\*\*Evaluation should be dropped off at the SAU office in a sealed envelope addressed to the Chairman of the Board by August 22, 2018.\*\*\*

## Domain A: Administration and Leadership

## Topic #1 - School Board Relations

- Assists the board in developing clear policies that meet federal and state requirements.

1      2      3      4      5      N/A

- Regularly attends board meetings and participates in agenda preparation.

1      2      3      4      5      N/A

- Informs board regularly about the business of the district.

1      2      3      4      5      N/A

- Alerts board to critical issues and areas that may have an impact on the district in a timely manner.

1      2      3      4      5      N/A

- Provides the board with reports and information that enable the board to understand district operations.

1      2      3      4      5      N/A

- Offers professional advice to the board on items requiring board action, based on thorough study and analysis of the situation.

1      2      3      4      5      N/A

- Meets deadlines and follows up on commitments and assignments.

1      2      3      4      5      N/A

- Maintains a positive working relationship with the board.

1      2      3      4      5      N/A

- Utilizes the strengths of board members in the decision-making process.

1      2      3      4      5      N/A

Comments regarding *School Board Relations* ratings:

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**Topic #2 - School Administration**

- Selects and manages all SAU office personnel.

1      2      3      4      5      N/A

- Oversees preparation of annual school district report, warrants and postings.

1      2      3      4      5      N/A

Comments regarding *School Administration* ratings:

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**Topic #3 - Legal Issues**

- Consults with legal counsel as requested by the school board concerning legal issues facing the district.

1      2      3      4      5      N/A

- Advises the school board regarding legal issues related to education.

1      2      3      4      5      N/A

Comments regarding *Legal Issues* ratings:

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**Topic #4 - Future Planning**

- Develops programs and procedures to meet annual as well as long term goals.

1      2      3      4      5      N/A

- Uses district performance data systemically in developing recommendations and making decisions on instructional and support programs.

1      2      3      4      5      N/A

- Actively works on 5-year strategic plan and district goal setting.

1      2      3      4      5      N/A

Comments regarding *Future Planning* ratings:

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**Topic #5 - Evaluation and Assessment**

- Uses appropriate data to monitor benchmarks for student success as established by board.

1      2      3      4      5      N/A

- Seek continuous improvement utilizing research-based assessment and evaluation of educational programs.

1      2      3      4      5      N/A

Comments regarding *Evaluation and Assessment* ratings:

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**Domain B: Finance**

**Topic #1 - Budget Development**

- Prepares budget recommendations based on district priorities and available resources, while keeping in mind the communities' fiscal challenges.

1      2      3      4      5      N/A

- Explains funding needs adequately and transparently.

1      2      3      4      5      N/A

- Provides professional guidance for a budget that reflects district goals for student achievement.

1      2      3      4      5      N/A

Comments regarding *Budget Development* ratings:

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**Topic #2 - Fiscal Services**

- Effectively oversees the business administrator.

1      2      3      4      5      N/A

- Ensures finances are managed in accordance with applicable accounting standards.

1      2      3      4      5      N/A

- Effectively implements audit recommendations.

1      2      3      4      5      N/A

- Ensures district expenses did not exceed revenue.

1      2      3      4      5      N/A

- Makes timely recommendations for adequate funding, providing appropriate information to the board.

1      2      3      4      5      N/A

- Actively seeks cost-effective alternatives to current practices when appropriate.

1      2      3      4      5      N/A

Comments regarding *Fiscal Services* ratings:

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**Domain C: Personnel**

**Topic #1 - Personnel Administration**

- Participates in the recruitment and selection of highly-qualified staff that reflects defined needs, goals, and priorities of the district.

1      2      3      4      5      N/A

- Develops and executes sound personnel policies and practices fairly and consistently.

1      2      3      4      5      N/A

- Exerts strong educational leadership, delegates responsibility, and fosters a positive working atmosphere among faculty and administration.

1      2      3      4      5      N/A

- Communicates staff concerns and suggestions to the board.

1      2      3      4      5      N/A

Comments regarding *Personnel Administration* ratings:

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### Topic #2 - Labor Relations

- Participates in the collective bargaining process as directed by the board.

1      2      3      4      5      N/A

- Manages labor contracts effectively.

1      2      3      4      5      N/A

- Handles staff grievances appropriately.

1      2      3      4      5      N/A

Comments regarding *Labor Relations* ratings:

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### Topic #3 - Staff Development

- Aligns staff development with practices supported by educational research to improve student achievement and teacher efficacy.

1      2      3      4      5      N/A

- Ensures consistent training for new staff members.

1      2      3      4      5      N/A

- Includes participation of faculty and staff in establishment of district goals, objectives, and programs.

1      2      3      4      5      N/A

Comments regarding *Staff Development* ratings:

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## Domain D: Curriculum and Instruction

### Topic #1 - Curriculum Design and Review

- Uses district performance data systemically in developing recommendations for instructional programs.

1      2      3      4      5      N/A

- Ensures curriculum is aligned to assessment and that outcomes are consistently measured.

1      2      3      4      5      N/A

Comments regarding *Curriculum Design and Review* ratings:

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**Topic #2 – Student Assessment**

- Uses effective methods of providing, monitoring, evaluating, and reporting student achievement and outcomes.

1      2      3      4      5      N/A

- Uses data for future planning and improvement.

1      2      3      4      5      N/A

- Measurable goals are regularly monitored and reported out to the board.

1      2      3      4      5      N/A

Comments regarding for *Student Assessment* ratings:

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**Topic #3 - Training and Development**

- Ensures administrator and teacher training aligns to student academic performance goals.

1      2      3      4      5      N/A

Comments regarding *Training and Development* ratings :

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**Topic #4 - Instructional Improvement**

- Provides leadership to principals in meeting school performance goals.

1      2      3      4      5      N/A

- Data is regularly presented to all stakeholders in understandable forms that demonstrates progress in the academic achievement of students.

1      2      3      4      5      N/A

Comments regarding *Instructional Improvement* ratings :

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**Domain E: Maintenance and Capital Improvements**

**Topic #1 - Planning and Construction**

- Plans for facilities to accommodate organizational and instructional goals according to the district's definition of student success, population, and economic means.

1      2      3      4      5      N/A

- Works with administrators to keep the board informed of facility concerns and necessary repairs.

1      2      3      4      5      N/A

Comments regarding *Planning and Construction* ratings :

**Topic #2 - Coordination of Maintenance**

- Ensures all buildings meet safety, health, and construction codes.

1      2      3      4      5      N/A

- Actively plans for necessary maintenance and improvements, including researching cost effective and energy efficient solutions to meet capital improvement needs.

1      2      3      4      5      N/A

- Has a multi-year plan for maintenance, repairs and upgrades based on systemic ongoing inspection of facilities.

1      2      3      4      5      N/A

Comments regarding *Coordination of Maintenance* ratings :

**Domain F: Student Services**

**Topic #1 - Special Education**

- Ensures the Director of Student services upholds all laws and regulations.

1      2      3      4      5      N/A

- Makes policy recommendations to the board to ensure compliance with special education requirements.

1      2      3      4      5      N/A

Comments regarding *Special Education* ratings :

**Topic #2 - Tuition and Residency**

- Monitors tuition agreements and residency and recommends any necessary policy changes to the board.

1      2      3      4      5      N/A

- Ensure tuition agreements are appropriately negotiated and executed.

1      2      3      4      5      N/A

Comments regarding *Tuition and Residency* ratings

**Topic #3 - Transportation and Food Service**

- Supervises the business administrator's management of student transportation and food service agreements and recommends necessary changes to the board.

1      2      3      4      5      N/A



Comments regarding *Transportation and Food Service* ratings :

**Topic #4 - Student Management**

- Ensures student discipline is administered consistently and equitably.

1      2      3      4      5      N/A

- Promotes recognition for student achievement.

1      2      3      4      5      N/A

- Prepares necessary documentation for board in event that a discipline issue escalates to board level.

1      2      3      4      5      N/A

Comments regarding *Student Management* ratings :

**Domain G: Communications and Community Relations**

**Topic #1 - Articulation and Vision**

- Works with community members to promote district goals.

1      2      3      4      5      N/A

- Works to pro-actively articulate district goals, plans, and challenges to the public.

1      2      3      4      5      N/A

- Takes a leadership role in envisioning and articulating the future of the district.

1      2      3      4      5      N/A

Comments regarding *Articulation and Vision* ratings :

**Topic #2 - Community Involvement**

- Actively disseminates district information to the public in electronic, printed, and verbal form.

1      2      3      4      5      N/A

- Represents the school district at public gatherings.

1      2      3      4      5      N/A

- Encourages the exchange of ideas for district improvement among all stakeholders.

1      2      3      4      5      N/A

Comments regarding *Community Involvement* ratings :

Raymond 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.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships, and provide an annual written evaluation performance to the Superintendent. The Superintendent shall present a written self-evaluation to the Board prior to the Board completing its annual evaluation, using CBIA-R. The Board Chairperson is responsible for leading the evaluation of the Superintendent and preparing the written report on behalf of the Board.

*See Appendix CBIA-R*

Adopted: April 18, 2002

Revised: September 5, 2012

Raymond School District Policy – CBIA-R

SUPERINTENDENT EVALUATION

**SUPERINTENDENT EVALUATION AND  
SUMMARY APPRAISAL REPORT**

Superintendent: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Board Member: \_\_\_\_\_

Date of Review: \_\_\_\_\_

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

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

**Rating Scale:**

*5-Consistently Exceeds Expectations*

*4-Exceeds Expectations*

*3-Satisfactory*

*2-Needs Improvement*

*1-Unsatisfactory*

**Performance Area #1:**

**Educational Leadership** – The Superintendent provides leadership and direction for the development of an educational system that is based on standards of excellence and equity and the goals of the community.

**A. Student Success and Learning**

- \_\_\_\_\_ 1) Implements and monitors a system to evaluate programs and student achievement.
- \_\_\_\_\_ 2) Uses district performance data systematically in developing recommendations and making decisions on instructional and support programs.
- \_\_\_\_\_ 3) Ensures availability of staff development related to student needs, community priorities, and educational research.

- \_\_\_\_\_4) Involves faculty, administrators and stakeholders in the enhancement and development of curriculum, to ensure alignment of curriculum, instruction and assessment.
- \_\_\_\_\_5) Provides curriculum guidance, leadership, and participates in instruction and assessment design and implementation.

**B. Planning and Organization**

- \_\_\_\_\_1) Provides for comprehensive planning in all district functions.
- \_\_\_\_\_2) Implements defined procedures for district decision-making programs and monitors for effectiveness.
- \_\_\_\_\_3) Demonstrates skill in problem solving, decision making, and conflict resolution.

**C. Communication**

- \_\_\_\_\_1) Implements and monitors a system for effective communication between the schools.
- \_\_\_\_\_2) Establishes a communication system to ensure dissemination of information and feedback between administration and staff.
- \_\_\_\_\_3) Ensures effective communication of performance expectations to our district staff.
- \_\_\_\_\_4) Fosters a positive working atmosphere.

**Comments:**

**Rating Scale:**

*5-Consistently Exceeds Expectations*

*4-Exceeds Expectations*

*3-Satisfactory*

*2-Needs Improvement*

*1-Unsatisfactory*

**Performance Area #2:**

**District Management** – The Superintendent demonstrates effective planning and management of district finances, operations, personnel, and students.

**A. Financial, Facility, and Operations Management**

- \_\_\_\_\_ 1) Prepares annual budget recommendations based on district priorities and available resources.
- \_\_\_\_\_ 2) Ensures sound investment strategies, risk management, and cost-effective purchasing of goods and services.
- \_\_\_\_\_ 3) Provides systems for efficient use of facilities, transportation, maintenance, and food service operations.
- \_\_\_\_\_ 4) Provides strategic guidance on future facilities needs.
- \_\_\_\_\_ 5) Keeps current with administrators the CIP needs assessment on a yearly basis.
- \_\_\_\_\_ 6) Oversees the implementation of appropriate safety and security practices in the District.

**B. Personnel Management**

- \_\_\_\_\_ 1) Implements and monitors a system of recruiting and selection that results in personnel recommendations based on defined needs, goals and priorities.
- \_\_\_\_\_ 2) Implements and monitors a compensation system that results in equitable pay and benefits for employees.
- \_\_\_\_\_ 3) Ensures a performance evaluation system for all personnel that provides for recognition, goal development, and professional growth.
- \_\_\_\_\_ 4) Fosters a positive working atmosphere among faculty, administration, and stakeholders.
- \_\_\_\_\_ 5) Exerts strong educational leadership, develops a strong administrative team, and delegates responsibility.
- \_\_\_\_\_ 6) Monitors a professional development program that results in improved staff performance for improving student achievement.

- \_\_\_\_\_7) Capitalizes on the abilities and talents of the professional staff in curriculum, instruction and assessment.
- \_\_\_\_\_8) Facilitates two-way communication and interaction with staff members through sharing expectations and recognition of performance, and by fostering a productive and positive work environment.
- \_\_\_\_\_9) Gives fair and impartial treatment to all parties in a dispute.

**C. Student Management**

- \_\_\_\_\_1) Ensures the student discipline plan is administered consistently and equitably.
- \_\_\_\_\_2) Implements a system for planning and monitoring of support services for students.
- \_\_\_\_\_3) Promotes recognition of students for their efforts and accomplishments.

**Comments:**

**Rating Scale:**

*5-Consistently Exceeds Expectations*

*4-Exceeds Expectations*

*3-Satisfactory*

*2-Needs Improvement*

*1-Unsatisfactory*

**Performance Area #3:**

**Relationship with Board** – The Superintendent maintains positive and productive working relationships with the Board.

**A. Information Dissemination**

- \_\_\_\_\_ 1) Informs Board of significant issues as they arise.
- \_\_\_\_\_ 2) Prepares and distributes Board agendas and appropriate materials in a timely manner.
- \_\_\_\_\_ 3) Provides information to assist the Board in evaluating the effectiveness of programs and operations.
- \_\_\_\_\_ 4) Provides strategic guidance and vision on educational issues.

**B. Policy Development**

- \_\_\_\_\_ 1) Provides advice and recommendations to the Board on local policy issues.
- \_\_\_\_\_ 2) Develops administrative procedures to carry out Board policies.
- \_\_\_\_\_ 3) Interprets and supports Board policies and decisions.

**C. Interaction with Board**

- \_\_\_\_\_ 1) Responds to Board and community needs
- \_\_\_\_\_ 2) Maintains positive working relationships with the Board and community.
- \_\_\_\_\_ 3) Offers professional advice and states his/her professional convictions in matters before the Board.
- \_\_\_\_\_ 4) Utilizes the strengths of individual Board members and the Board itself in the decision-making process.
- \_\_\_\_\_ 5) Communicates the concerns of employee groups to the Board and responds to the employees in a timely fashion.

**D. Board Goals/Objectives**

- \_\_\_\_\_ 1) Assists Board in the development of attainable goals and objectives.
- \_\_\_\_\_ 2) Develops effective programs/procedures with the Board to achieve both yearly and long term goals within established time frames.
- \_\_\_\_\_ 3) Through the use of strategic planning, assists the Board with ongoing five-year planning.

**Comments:**



**Rating Scale:**

*5-Consistently Exceeds Expectations*

*4-Exceeds Expectations*

*3-Satisfactory*

*2-Needs Improvement*

*1-Unsatisfactory*

**Performance Area #4:**

**Community Relations/Communication**– The Superintendent maintains a positive and productive relationship with the community.

- \_\_\_\_\_ 1) Facilitates communication within the community about School Board actions and policy; School District needs and successes.
- \_\_\_\_\_ 2) Seeks meaningful community involvement in the establishment, implementation and evaluation of district-wide goals, objectives, priorities and programs.
- \_\_\_\_\_ 3) Solicits input from interested groups and individuals in the decision-making process and studies concerns of individuals and/or community.
- \_\_\_\_\_ 4) Monitors a system for effective communication between schools and community to maintain support of the community for School District operations.
- \_\_\_\_\_ 5) Maintains a cooperative relationship with the news media.

**Comments:**

**Rating Scale:**

*5-Consistently Exceeds Expectations*

*4-Exceeds Expectations*

*3-Satisfactory*

*2-Needs Improvement*

*1-Unsatisfactory*

**Performance Area #5:**

**Negotiations** – This performance area requires the Superintendent to provide technical advice to the Board during labor negotiations, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

- \_\_\_\_\_ 1) Develop bargaining strategies based upon bargaining laws and processes.
- \_\_\_\_\_ 2) Identify contract language issues and propose modifications.
- \_\_\_\_\_ 3) Participate in the collective bargaining processes as determined by the Board.
- \_\_\_\_\_ 4) Establish productive relationships with bargaining groups while managing contracts effectively.

**Comments:**

Adopted: April 18, 2002

Revised: October 21, 2009

Renamed CBIA-R: August 29, 2012

## Raymond School District Policy – CBIA

### SUPERINTENDENT'S EVALUATION

#### Statement of Purpose:

Through evaluation of the Superintendent, the Board will strive to accomplish the following:

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. Develop harmonious working relationships between the Board and Superintendent.
4. Provide effective administrative leadership for the school system.

#### Evaluation Time Frame:

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships. A preliminary written review to take place at the 2<sup>nd</sup> regular school board meeting in October and a formal written evaluation at the 2<sup>nd</sup> regular school board meeting in February. Written notification of renewal/non-renewal must be given to the Superintendent according to contract.

#### SUPERINTENDENT'S PERFORMANCE AREAS:

##### Performance Area #1: EDUCATIONAL LEADERSHIP:

- A. Participates with community, staff, and Board in the development of educational curriculum, priorities and opportunities
- B. Keeps informed about current developments in education
- C. Is knowledgeable of and adheres to all applicable state and federal laws/guidelines

##### Performance Area #2: DISTRICT MANAGEMENT:

- A. Develops sound personnel practices including, but not limited, to the assessment of staffing needs, nomination and assignment of staff, definition of duties and reviews the evaluations of district staff
- B. Promotes good morale
- C. Delegates responsibility/work effectively
- D. Deals with personnel issues impartially and objectively, within a timely manner
- E. Monitors the ongoing physical/financial needs of the school system
- F. Prepares preliminary budget for School Board review
- G. Assists in identifying, planning, and implementing capital improvements

##### Performance Area #3: RELATIONSHIP WITH THE BOARD:

- A. Keeps Board informed consistently through oral and written communications
- B. Offers professional advice
- C. Deals with each Board member equally and without prejudice
- D. Refrains from public criticism of Board members
- E. Is knowledgeable of, adheres to, and enforces all policies and fulfills all directives of the Raymond School Board
- F. Assist the School Board in the development of attainable goals and objectives
- G. Develops effective programs/procedures to achieve both short and long term goals within established time frames

Performance Area #4: COMMUNITY RELATIONS/COMMUNICATION:

- A. Receptive to input from all individuals and groups
- B. Works with news media effectively
- C. Accepts opportunities to attend or participate in community sponsored activities/organizations
- D. Responds to concerns of the community

Performance Area #5: NEGOTIATIONS:

- A. Identifies contract language issues and proposed modification
- B. Participates in the collective bargaining process as determined by the Board
- C. Establishes productive relationships with bargaining groups
- D. Manages contracts effectively

See Appendix CBIA-R

Adopted:	April 21, 1988
R/R:	April 18, 2002
Revised:	October 21, 2009
Revised:	September 5, 2012

## **New Hampshire School Board Association**

### **Sample Policy CBI**

### **SUPERINTENDENT EVALUATION AND GOAL SETTING**

***Category: Recommended***

***See Also: CBI-F1 & CBI-F2***

The Board will annually evaluate the Superintendent based on written criteria as established by the Board. Co-extensive with the Superintendent evaluation, the Board and Superintendent will jointly establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the Superintendent's annual evaluation.

The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:

1. Fiscal management
2. Curriculum
3. Pupil achievement and assessment
4. Delivery of instruction
5. Relationship with the school board
6. Administration of educational services
7. Administration of school facilities
8. Governance of pupils
9. Hiring and supervision of school district staff
10. Overall leadership on educational issues

The board may choose not to annually evaluate and review every area listed above.

The Board desires that the annual Superintendent evaluation and goal setting will clarify the Superintendent's role within the school community, address areas for the Superintendent to improve, and address areas for which the Superintendent should be commended.

See Appendix: CBI-R

**NHSBA Note, September 2012:** This policy has been amended generally and expands the areas of assessment. The areas of assessment are now related to statutory and regulatory duties of superintendents, per NH RSAs and NHDOE rules. Additionally, NHSBA is amending its recommended superintendent evaluation form. Please contact NHSBA for more information.

**New Hampshire School Board Association  
Sample Policy CBI  
SUPERINTENDENT EVALUATION AND GOAL SETTING**

Legal References:

N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards, Superintendent Evaluation

Revised: September 2012, July 1998, November 1999, August 2006, and July 2019

**NHSBA note, July 2019**, this policy was revised to include both appendices CBI-F1 and CBI-F2. Boards and Superintendents are encouraged to adopt this change per their own preference.

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**New Hampshire School Board Association  
Sample Policy CBI-F1  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

**PART I. FISCAL MANAGEMENT**

**Legal References:**

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

**Indicators of Success:**

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

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

- 1.3. Evaluated financial needs and makes timely recommendations for adequate funding.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1.5. Engaged in thorough planning to develop budget and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1.6. Established levels of funding that provided high quality education for the students of the district.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

- 1.7. Provided timely and appropriate information to the Board and all staff with fiscal management responsibilities.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1.8. Established and implemented efficient procedures for accounting, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals for Next Evaluation Cycle:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

**PART II. CURRICULUM, DELIVERY OF INSTRUCTION  
AND PUPIL ACHIEVEMENT**

**Legal References:**

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

**Indicators of Success:**

- Specific progress is evident.
- Student learning is defined based on the knowledge and skills necessary to be successful.
- Data and information collected is reliable and valid.
- Data is regularly presented and is communicated in understandable forms.
- Data is used for future planning and improvement.
- Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.
- Preparing students for post-secondary education and/or entrance into the job market.
- Data is disaggregated, analyzed, and explained.

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association**  
**Sample Policy CBI-R**  
**SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2.3. Monitored and evaluated the effectiveness of curriculum, instruction and assessment.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2.4. Ensured that the district provided educational opportunities in accordance with State Minimum Standards.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2.7. Uses effective methods of providing, monitoring, evaluating and reporting student achievement.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals for Next Evaluation Cycle:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

**III. RELATIONSHIP WITH THE SCHOOL BOARD**

**Legal References:**

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

**Indicators of Success:**

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

- 3.1. Worked with the Board in the areas of analyzing, planning, implementing and evaluating policies.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3.2. Informed the Board on issues, operations, the instruction program, and needs of the school system.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3.5. Utilized the strengths of individual Board members and the Board itself in the decision-making process.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3.6. Offered professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**New Hampshire School Board Association**  
**Sample Policy CBI-R**  
**SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

**Goals for Next Evaluation Cycle:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

**IV. ADMINISTRATION OF SCHOOL FACILITIES:**

**Legal References:**

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

**Indicators of Success:**

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

- 4.1. Was responsible for developing and recommending to the school board an annual maintenance program and long-term capital improvement plan.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4.2. Provided support for facilities accommodate organization and instructional patterns that support the district's educational philosophy and instructional goals.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4.4 Building design, construction, and renovation that will lend themselves to low maintenance costs and the conservation of energy.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4.5. Facilities lend themselves to utilization by the community in ways consistent with the overall goals of the district.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Goals for Next Evaluation Cycle:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**V. PERSONNEL**

**Legal References:**

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

**Indicators of Success:**

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

- 5.1. Recruits and assigns the best available personnel in terms of their competencies. Recommends for employment personnel who have proper certification and skills for the position.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5.2. Develops and executes sound personnel policies and practices.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5.4. Facilitates evaluation of staff performance as required by state law and by Board policy.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5.5. Promotes programs for staff growth and development.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5.6. Meets and confers with employee groups representing the interests and directives of the Board.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Hampshire School Board Association  
Sample Policy CBI-R  
SUPERINTENDENT EVALUATION AND GOAL SETTING FORM**

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs Improvement**

- 5.7. Communicates concerns of employee groups to the Board and Board responses to these concerns to employee groups.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5.8. Organizes the roles and responsibilities of staff members to optimize staff effectiveness in accordance and in line with the district's educational mission and goals.

Evaluation Score: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals for Next Evaluation Cycle:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*See Also: Policy CBI*

**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**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 first evaluate the Superintendent independently, using a written form adopted by the Board for this purpose. The Board will convene to discuss the assessments and to prepare a composite evaluation. The composite evaluation will be discussed by the full 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*

-- Sample --

**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.

3 - Commendable                      2 - Meets Expectations                      1 - Needs Improvement

- |  |   |   |   |           |
|--|---|---|---|-----------|
| <b>ADMINISTRATION</b>  | 3 | 2 | 1 | 1. Exerts |
| strong educational leadership, develops a strong management team, and delegates responsibility.  |   |   |   | _____     |
| 2. Establishes and maintains a sound plan of organization and 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.  |   |   |   | _____     |

**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**EVALUATION OF THE SUPERINTENDENT**

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:

\_\_\_\_\_

3 - Commendable                      2 - Meets Expectations                      1 - Needs Improvement

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

**INSTRUCTION**

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. \_\_\_\_\_

**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**EVALUATION OF THE SUPERINTENDENT**

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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

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

\_\_\_\_\_

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

\_\_\_\_\_



**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**EVALUATION OF THE SUPERINTENDENT**

**RELATIONSHIP WITH THE BOARD**

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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

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

\_\_\_\_\_

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

**New Hampshire School Board Association  
Sample Policy CBI-F2  
EVALUATION OF THE SUPERINTENDENT**

**RELATIONSHIP WITH THE STAFF**

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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

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

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

\_\_\_\_\_  
**RELATIONSHIP WITH THE COMMUNITY**

3 2 1

**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**EVALUATION OF THE SUPERINTENDENT**

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? \_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**EVALUATION OF THE SUPERINTENDENT**

**PERSONAL QUALITIES**

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? \_\_\_\_\_  
\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

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

**New Hampshire School Board Association**  
**Sample Policy CBI-F2**  
**EVALUATION OF THE SUPERINTENDENT**

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

**FINANCIAL**

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*