



Responsible Office: Office of the Superintendent

BOARD POLICY 9081

PROGRESS MONITORING OF THE SUPERINTENDENT'S PERFORMANCE AND THE BOARD BALANCED GOVERNANCE MODEL GOALS AND STANDARDS

PURPOSE

The Board of Trustees (Board) shall monitor the progress of the Superintendent's Performance in conjunction with monitoring its Balanced Governance Model Goals and Standards in order to coordinate effects to achieve the District Values, Mission, Vision, Strategic Goals, and Balanced Governance Model Standards.

DEFINITIONS

1. For the purpose of this policy:
 - a. "Formative Assessment" refers to on-going and "just-in-time" collection of a wide variety of qualitative and quantitative data that allows the Board to monitor the progress of the Superintendent's or Board's performance.
 - b. "Summative Assessment" typically describes how the Superintendent and Board performed "after-the-fact" or the reporting of final results of performance at the end of the school year.

POLICY

1. Formative Assessment
 - a. Systematic and rigorous formative assessment of Superintendent's job performance shall be based on the following expected outputs: organizational accomplishment of Board policies on District Values, Mission, Vision, Strategic Goals, Balanced Governance Model Standards, student learning objectives, and organizational operations included in the Superintendent evaluation rubric.
 - b. Formative assessment shall be accomplished as follows:
 - i. Formative assessment is simply to determine the degree to which the expected outputs, as noted above, are being met. Data that does not measure these expected outcomes shall not be considered to be formative assessment data.

- c. The Board shall require formative assessment data by one or more of the following methods:
 - i. By internal report, in which the Superintendent provides progress checking information and data to the Board on the expected outputs as noted above.
 - ii. By external report, in which an external disinterested third party selected by the Board assesses implementation fidelity with Board policies.
 - iii. By direct Board inspection, in which a working committee of the Board assesses implementation fidelity with the appropriate policy criteria.
- d. Formative assessment data shall be submitted in a timely, accurate, and understandable fashion, directly addressing Board policies and the provisions therein and included in the expected outcomes noted above.
- e. In every case, the standard for implementation fidelity shall be any reasonable Superintendent interpretation of the Board policy being assessed. The Board is final arbiter of reasonableness but shall always judge with a "reasonable person" standard rather than with interpretations favored by Board members or by the Board as a whole.
- f. All District Values, Mission, Vision, Strategic Goals, and Balanced Governance Model Standards, and Student Learning Objectives shall be assessed at a frequency and by a method chosen by the Board. The Board can request a review and assessment of any Board policy by any method but shall ordinarily depend on receiving the Superintendent's formative assessment reports on the Formative Report Schedule.
- g. Formative Report Schedule. The Formative Report Schedule is an annual calendar which indicates, in advance, at which board meeting each of the District Values, Mission, Vision, Strategic Goals, Balanced Governance Model Standards, and Student Learning Objectives are to be placed on the agenda. The Superintendent and staff intend to bring formative reports, discussion, and possible Board policy action on these topics.
 - i. The Formative Report Schedule shall be prepared by the Superintendent prior to the beginning of the school year and delivered to the Board no later than June.
 - ii. The Formative Report Schedule may be modified at any time upon recommendation of either the Superintendent or Trustees.

- iii. Any modification to the Formative Report Schedule shall be approved by the Board prior to any changes to the Schedule.
 - h. A new Superintendent shall provide formative assessment reports beginning from the Superintendent's appointment date.
 - i. Information that would have otherwise come to the Board as part of the formative assessment process shall still be provided to the Board.
 - ii. The previous Superintendent formative assessment data may be used to drive future decisions.
 - i. The formative assessment process of the previous Superintendent shall be presented but shall not be evaluated with regard to the current Superintendent evaluation.
- 2. Trustees shall respect the authority of the Superintendent and the staff by:
 - a. Giving the Superintendent full administrative authority for properly discharging the professional duties of the position and by holding the Superintendent accountable for progress toward the District Values, Mission, Vision, Strategic Goals, and Balanced Governance Model Standards.
 - b. Recognizing individual interactions with employees of the Superintendent lack authority except when explicitly authorized by the Board.
 - c. Refraining from expressing individual judgments of performance of the Superintendent or employees of the Superintendent except as described in the Balanced Governance Model Progressive Response process.
 - d. Excluding the Superintendent at regular and special meetings of the Board only when the contract and salary of the Superintendent or his/her confidential employees are under consideration.
 - e. Referring all complaints to the Superintendent or his/her designee and discussing such complaints at a regular meeting only after exhausting all other steps described in the Balanced Governance Model Progressive Response process.
 - f. Providing an environment in which the Superintendent and staff may function effectively within the community and discharge their educational functions on a thoroughly professional basis.
 - g. Presenting any criticisms of any employee directly to the Superintendent or his/her designee.

3. Concerns regarding school Board member/Superintendent communication or implementation of policy and procedures shall be addressed with the Superintendent through a Balanced Governance Model Progressive Response process. This process requires the Board member to:
 - a. First meet individually with the Superintendent to address and resolve any concern.
 - b. If this is not successful, the Board member shall meet to discuss the issue with the Board President and Superintendent together.
 - c. If still not resolved, the Board member will finally request the item be added to a future Board agenda. When the matter is eventually discussed in a Board meeting, the Trustee should simply reiterate their request for information, staff assistance, policy/procedural change, or an explanation of the District's response to a community or staff concern. The Board would then vote on whether or not to direct the Superintendent to fulfill the Trustee's request.

4. Recognizing the responsibility to act in a manner that is professionally ethical, governed by common decency and not to expose the District to litigation, Trustees shall consult personally with the Superintendent regarding concerns about the performance of the same. Alternatively, Trustees shall consult with the Board President and the Superintendent, or request an executive or closed, when allowable, session in concert with one other Trustee and take up their concerns before the Board as a whole. Trustees shall not speak negatively about the Superintendent with anyone outside the Board or the District's legal counsel and take no action to undermine his/her authority or reputation. Conduct of a Board member is very important, so Trustees agree to avoid words and actions that create a negative impression of an individual, the Board, the Superintendent, any member of the staff, or the school district. While Trustees encourage dialogue over differing points of view, they shall engage with care and respect.

As a part of informed oversight, Trustees shall direct questions about the implementation of policy, programs, or operations processes to the Superintendent and refrain from individually and privately investigating the implementation of policy, programs, or operations processes.

To provide a systemic mechanism to monitor implementation fidelity and District culture, the Superintendent shall provide regularly scheduled Strategic Plan updates related to the Goals of the Strategic Plan.

LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS

1. This policy reflects the goals of the District’s Strategic Plan and complies with the governing documents of the District.

REVISION HISTORY

Date	Revision	Modification
10/25/2016	1.0	Adopted
2/10/2020	1.1	Revised to align to template adopted by Board of Trustees in compliance with Board Policy 9070
1/12/2021	2.0	Revised for consistency to Board Policy 9070 and to make changes for clarity, language moved from 9081 and 9082.