

DISTRICT CODE: 256

**SCHOOL BOARD AND SUPERINTENDENT PERFORMANCE
EVALUATION AND PLANNING**

Policy reflects Minnesota statute and aligns with other District 270 policies.

I. ROLE OF PLANNING AND EVALUATION

The Board and superintendent believe that optimum effectiveness of the School Board and superintendent as a leadership team can be greatly enhanced and facilitated by a systematic planning and evaluation process, which should include the following:

- A. Setting of goals and specific objectives;
- B. Identification and implementation of action plans;
- C. Review of degree of attainment of stated goals and objectives;
- D. Identification of specific needs and problem areas to be addressed;
- E. Maintenance and reinforcement of goals and responsibilities satisfactorily performed.

II. PLANNING-EVALUATION CONTEXT

The Board and superintendent share many responsibilities for district leadership; thus, an assessment and planning process should be set in a context that permits and encourages examination of the degree of effectiveness as a Board/superintendent team in addition to those functions that are primarily the responsibility of either the superintendent or Board.

III. SOURCE OF REVIEW COMPONENTS

Superintendent and Board job descriptions and responsibilities delineated in Board Policy 202 are essential components in the planning and evaluation process. Thus, it is important that these functions be reviewed periodically and that changes in the policies also be reflected in the review procedure. Specific short-term planning goals established for each school year will be included in the evaluation.

HOPKINS PUBLIC SCHOOLS POLICIES

IV. FRAMEWORK FOR REVIEW

Assessment inventories to address important roles and responsibilities of the Board and superintendent will be developed and continually updated. Goals for the current year will be included in this instrument. Such formalization of content will provide a means of assuring a complete and comprehensive review. The intent is to use the documents as framework for analysis and discussion; summary quantitative judgments are neither intended nor desired.

Adopted: October 3, 1985

Revised: March 7, 1996, November 6, 2008

Reviewed: April 24, 2014, March 6, 2018

DISTRICT CODE: 256 - REGULATIONS

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In order to ensure that the planning and evaluation process is conducted in a timely manner and provides for effective use of the evaluation information, the following procedures are recommended:

- A. The Board Chair monitors the entire planning cycle, and in the evaluation phase, ensures that:
 - 1. Assessment forms must be filled out prior to the Board's annual organizational meeting to assure inclusion of all incumbent Board members;
 - 2. Board members complete both the Superintendent and Board performance assessment forms;
 - 3. The Board and superintendent may invite additional individuals to complete their respective forms or a similar form;
 - 4. The Board will meet to analyze and discuss individual Board members' responses to the superintendent's performance assessment, prior to presenting its findings to the superintendent;
 - 5. The Board will present its combined findings to the superintendent, identifying strengths and weaknesses and action, where appropriate;
 - 6. A similar meeting will occur with the Board and superintendent regarding the Board performance;
 - 7. The final evaluation shall be kept in the superintendent's personal file.
- B. Following the Board and superintendent performance reviews, the Board and superintendent will plan goals and activities for the coming year that address mutually agreed-upon needs and priorities. Input to this process can incorporate, but not be limited to, information derived from the evaluation and review of planning goals.