

## Special Board of Education Meeting

Wednesday, May 18, 2022 6:30 PM

Board of Education Conference Room at Center School, 49 Lyme Street, Old Lyme, CT 06371

I. **QA+M Update from OSCG&R Meeting**

**Speaker(s):** Rusty Malik

II. **Participation in State and Federal Grants**

**Speaker(s):** Ian Neviaser

III. **Superintendent Appointment of Designee(s) per Policy 2131.1**

**Speaker(s):** Ian Neviaser

IV. **Superintendent's End of Year Review**

**Speaker(s):** Ian Neviaser and Board members

## Administration

### Appointment of Designee for Superintendent of Schools

In order to provide for unforeseen circumstances, particularly in the event of an extended absence of Superintendent of Lyme/Old Lyme Public Schools, the Superintendent shall:

1. annually appoint a designee to serve from July 1 to June 30;
2. choose the designee from among the certified administrators of Regional School District 18;
3. report the appointment to the Lyme/Old Lyme Board of Education for approval at a regular meeting of the Board during the month of June; and
4. notify the Chairman of the Lyme/Old Lyme Board of Education, who shall in turn notify the full Board, when the designee has temporarily assumed the duties of Superintendent.

The duties of the Superintendent's designee in Regional School District 18 shall be as follows:

1. The designee shall maintain the daily operation of the Lyme/Old Lyme Public Schools and shall function only when notified by the Superintendent or by the Chairman of the Board of Education or in an emergency situation.
2. The designee shall keep the Chairman of the Lyme/Old Lyme Board of Education advised on the status of the school district promptly and on a regular basis.
3. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the district.

In the event of an extended disability of the Superintendent of Lyme/Old Lyme Public Schools as shown by competent medical evidence, in consultation with the Lyme/Old Lyme Board of Education, a report shall be presented to the full Board for further consideration and action.

(cf. [2131](#) Duties of Superintendent of Schools)

**Policy Adopted:** November 1997.

**Superintendent's Performance Evaluation Worksheets**

**Note:** These worksheets are intended to guide the Board of Education's discussion regarding the Superintendent's job performance. The meeting and discussion should be conducted in executive session.

**I. Educational Leadership**

**Essential Question:** Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Educational Leadership?

**Supplemental Questions:**

Does the Superintendent serve as the Board of Education's educational leader and chief executive?

Does the Superintendent work with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff?

Does the Superintendent promote a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belong to, actively support and participate in professional organizations (e.g., CAPSS, AASA, CAFE, NSBA) and encourage his/her Board of Education to do so?

Does the Superintendent use best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students?

**Board of Education Consensus Summary:**

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## **Lyme-Old Lyme Evaluation Process and Timeline Flowchart**

Adapted from *Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools* by CABE, CAPSS, and LEAD CT.

### **Beginning of New Evaluation Year Meeting**

August/September

- Step 1: At the August meeting, the Board will review their self-evaluation and will provide guidance to the Superintendent on the district goals and objectives for the upcoming school year. At this meeting the Board may move to executive session to discuss individual performance expectations with the superintendent.
- Step 2: The administrative team will develop formal district goals based on the guidance received from the Board at the August meeting.
- Step 3: At the September meeting the Superintendent will present the formal district goals to the Board for their review and approval.

### **Mid-Year Evaluation Meeting**

January (Conducted in executive session)

- Step 1: The Superintendent leads the Board through an informal leadership team discussion regarding progress on goals and objectives.
- Step 3: The Board provides targeted informal feedback to the Superintendent regarding his/her performance.

### **End of Year Evaluation of the Superintendent**

May/June

- Step 1: At the May Board meeting in executive session,
  - the Superintendent presents a “year in review” self-assessment to Board of Education regarding his/her performance and the district progress toward the established goals.
  - the Board receives evaluation resources for the discussion of the Superintendent’s evaluation.
  - using the Superintendent’s self-evaluation and the evaluation resources, the Board discusses his/her evaluation.
- Step 2: The Human Resources committee meets in May in executive session to formalize the draft evaluation of the superintendent and review it with him/her.
- Step 3: The Superintendent’s formal evaluation is completed and presented to the Superintendent of Schools by the Board in executive session at the June Board meeting.
- Step 4: In open session at the June Board meeting, the Board votes on the renewal of the Superintendent’s contract.

*NOTE: The Superintendent’s evaluation is a public document subject to FOIA.*

May 2020

# **Superintendent Evaluation**

## **Growth in Student Achievement**

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

### **Areas of Responsibility:**

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

## **Educational Leadership**

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

### **Areas of Responsibility:**

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

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

## **Organizational Management**

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

### **Areas of Responsibility:**

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

## **Community Relations**

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

### **Areas of Responsibility:**

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

## **Board of Education Relations**

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

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

## **Personal and Professional Qualities and Relationships**

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

### **Areas of Responsibility:**

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.

- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.
- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.

Additionally, the superintendent:

- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Politically savvy and respectful engagement across all stakeholder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

## **Administration**

### **Superintendent of Schools**

#### **Appointment**

The appointment of a Superintendent of Schools is a Lyme/Old Lyme Board of Education responsibility. The Board may seek the advice and counsel of interested individuals, or of an advisory committee, and it may choose to hire consultants to assist in selection. Final selection of a Superintendent, however, shall rest with the Board of Education after thorough consideration of all qualified applicants.

When the Lyme/Old Lyme Board of Education elects a Superintendent, a majority vote of the entire membership of the Board is necessary for election. The election shall be held by paper ballot and the results recorded by the Secretary of the Board in accordance with other election procedures. The Superintendent may be appointed (or reappointed) for a term not to exceed three (3) years.

The Superintendent of Schools must be properly certified by the State of Connecticut; however, the Board may require qualifications in addition to those prescribed by the State Board of Education.

#### **Contract**

The salary of the Superintendent, additional benefits, vacation entitlement and other leave shall be determined at the time of appointment (or reappointment) and shall be part of the written contract.

Additional benefits, such as health and other forms of insurance, annual vacation, holidays, and temporary or extended leaves or absences shall be at least equal to those granted to other professional staff members.

#### **Duties and Responsibilities**

The Superintendent of Schools shall be the chief executive officer of the Lyme/Old Lyme Board of Education and shall be responsible for the management of Regional School District 18, Lyme/Old Lyme Public Schools, within Federal and State laws and regulations and Board of Education policies. He/she shall be responsible to the Board of Education as a body, and not to individuals on the Board.

The Superintendent shall be responsible for the execution of all decisions and directions concerning school system operations, and for the administration of Lyme/Old Lyme Board of Education policies. The Superintendent shall have the power to act in matters not covered by Board policy, subject to such actions being reviewed by the Board at a regular meeting.

#### 1. Relationships. The Superintendent shall:

- a. serve as an ex-officio member of all Board committees, except those dealing with evaluation, reappointment or employment status of the Superintendent.
- b. act as a professional and executive agent of the Board.
- c. attend Board meetings with the right to speak on all issues before the Board.
- d. participate in professional organizations and ongoing professional development.
- e. develop and direct an active and effective program of community relations.
- f. maintain a cooperative working relationship with the communities and their agencies.

#### 2. Personnel. The Superintendent shall:

- a. Develop effective professional relationships with and among administrators, teachers and other staff members.

- b. Organize, arrange, and direct the administration and staff.
- c. Establish and administer a system of staff evaluation for each employee of the school district.
- d. Oversee all staff in-service programs and activities.
- e. Recommend new positions or reductions in staffing to the Board as needed.
- f. Assign and transfer employees, and classify employees for salary purposes.
- g. Employ staff as authorized by the Board of Education and report such actions to the Board; recommend employment of all other personnel to the Board; suspend, terminate, accept resignations and approve leaves of absence for classified staff; recommend suspensions, terminations, accept resignations and recommend leaves of absence for certified staff to the Board (in accordance with current collective bargaining agreements).

3. Educational Program. The Superintendent shall:

- a. Provide educational leadership with vision to the school district.
- b. Direct the development of the instructional program of the school system.
- c. Oversee the development of curricula for all subjects and programs.
- d. Establish a program of standardized testing and reporting.
- e. Develop standards of student achievement and for student promotion/placement.
- f. Manage the system of reporting to parents on student progress and achievement.
- g. Organize and operate appropriate programs of special education and related services in conjunction with professional staff.
- h. Recommend changes in district educational goals and objectives to the Board.
- i. Recommend changes in grade level configuration, use of time scheduling and changes in textbooks to the Board as they impact the educational program.

4. Business and Fiscal Operations. The Superintendent shall:

- a. Prepare an annual school budget for review and action by the Board of Education.
- b. Implement and manage the school system budget within appropriated funds.
- c. Establish and administer a system for requisitioning, purchasing, contracting and bidding district goods and/or services with budget limits.
- d. Establish and administer a system for payroll, payment of bills and financial record-keeping.
- e. Supervise the district's food service program.
- f. Operate the schools as efficiently as possible, with an ever-present concern for the impact to students, educational programs and taxpayers.

5. School Buildings. The Superintendent shall:

- a. Manage and direct all school building operations and maintenance schedules in conjunction with staff.
  - b. Identify building needs and recommend plans of actions to the Board of Education.
  - c. Ensure the cleanliness, safety and code compliance of the district's physical plant.
  - d. Prepare educational specifications for new schools or additions.
6. Pupil Transportation. The Superintendent shall:
- a. Recommend a student transportation company to the Board as necessary.
  - b. Manage the pupil transportation system including the development of bus routes and schedules.
  - c. Establish bus safety and emergency procedures and direct a program to ensure staff and student understanding of such procedures.
7. Records and Reports. The Superintendent shall:
- a. Develop and maintain the necessary and required records for students, personnel and for the operation of the school system, including financial records.
  - b. Prepare and submit regular status reports on the budget to the Board of Education.
  - c. Prepare and submit reports on educational programs and activities and on school operations to the Board of Education, as requested by the Board or as the Superintendent deems necessary.
  - d. Prepare and submit all required Federal, State and local reports.
  - e. Prepare and submit an annual report to the Board on the condition of local education with recommendation for change as appropriate.
8. General. The Superintendent shall:
- a. Execute the decisions of the Board of Education in a timely manner.
  - b. Prepare the agenda for meetings of the Board of Education and deliver the agenda and associated materials to Board members well in advance of the meeting.
  - c. Recommend policy changes to the Board of Education and maintain official policy manuals.
  - d. Develop and approve all administrative regulations.

**Legal Reference:**

Connecticut General Statutes.

[10-157](#) Superintendents: Relationship to local or regional board of education; verification of certification status; written contract for employment; evaluation of superintendent by board of education.

**Policy Adopted:** November 2000.