

**Auburn School Committee**  
**Regular Meeting Agenda**  
September 2, 2020  
Workshop 6:00 PM  
Evaluation of Superintendent Process

7:00 PM Meeting

**I. Call to Order/Pledge of Allegiance**

A. Introductions

**II. Consent Agenda**

A. Approval of Agenda

B. Approval of Minutes for August 19, 2020

C. Certificated Nominations

The Superintendent recommends the following certificated contracts pending appropriate certification and/or license:

- Michelle Breton, Guidance - Park Ave.
- Angela Morin, Grade 6 Teacher, Fairview
- Ashley Turcotte, Special Ed Teacher, Fairview

\_\_\_\_\_ Moved to approve the Consent Agenda

\_\_\_\_\_ Seconded

\_\_\_\_\_ Motion passed/defeated \_\_\_\_\_ to \_\_\_\_\_ to approve the Consent Agenda.

**III. Public Participation**

The School Committee asks the Public to remember our System-Wide Code of Conduct and the six core values of Respect, Honesty, Courage, Compassion, Fairness, and Responsibility while directly addressing the group. Our policy JIC states that we expect people to 'Treat others as you would like to be treated, Use language that is appropriate and kind, and be truthful and forthright in speech and actions.' Per our policy, BEDH - Public Participation at School Committee Meetings: Citizens may comment on any general topics related to the school system during this portion of the agenda. Comments related to specific agenda items may be held until the appropriate time. Please be succinct and speak once for less than three minutes. Other limitations may be necessary. The School Committee may respond to your concerns at a later date by answering through the administration or by placing the item on a future agenda. It is requested that comments related to specific personnel be channeled privately to the appropriate administrator.

**IV. Superintendent's Report**

A. Opening of School

**V. School Committee Chairperson's Report**

**VI. City Council Update - Brian Carrier**

**VII. Committee Reports**

STANDING COMMITTEES	
Finance Subcommittee- B. Carrier, D. Simpson	Policy Subcommittee- D. Poisson, B. Carrier

SUBCOMMITTEES	
Curriculum Subcommittee- K. Mathieu	Wellness Subcommittee- P. Hart, F. Fontaine
Community Learning Center- D. Simpson	Audit Subcommittee- F. Fontaine, B. Belknap
Diversity, Equity, & Inclusion Committee- P. Hart, D. Simpson	Transportation Appeals- D. Poisson, B. Belknap
Safety and Health Committee- K. Mathieu	SHARECenter- K. Mathieu
Technology - B. Belknap	Parent Advisory- B. Belknap

### **VIII. New Business**

#### **A. Policy CB: School Superintendent**

Motion: Move to approve Policy CB - School Superintendent for a first reading:

Public Comment

\_\_\_\_\_ Moved

\_\_\_\_\_ Seconded

\_\_\_\_\_ Motion passed/defeated \_\_\_\_\_ to \_\_\_\_\_ to approve Policy CB, School Superintendent, for a first reading

#### **B. Policy CB-R: Job Description of the Superintendent**

Motion: Move to approve Procedure CB-R - Job Description for adoption:

Public Comment

\_\_\_\_\_ Moved

\_\_\_\_\_ Seconded

\_\_\_\_\_ Motion passed/defeated \_\_\_\_\_ to \_\_\_\_\_ to approve Procedure CB-R, Job Description, for adoption

#### **C. Policy CBI: Evaluation of the Superintendent**

Motion: Move to approve Policy CBI -Evaluation Of The Superintendent for a first reading:

Public Comment

\_\_\_\_\_ Moved

\_\_\_\_\_ Seconded

\_\_\_\_\_ Motion passed/defeated \_\_\_\_\_ to \_\_\_\_\_ to approve Policy CBI, Evaluation Of The Superintendent, for a first reading

D. Policy CBI-RI: Evaluation Of The Superintendent Procedures

Motion: Move to approve Policy CBI-RI -Evaluation Of The Superintendent Procedures for adoption:

Public Comment

\_\_\_\_\_ Moved

\_\_\_\_\_ Seconded

\_\_\_\_\_ Motion passed/defeated \_\_\_\_\_ to \_\_\_\_\_ to approve Policy CBI-RI, Evaluation Of The Superintendent, for adoption

**IV. Upcoming Meetings**

- September 16, 7:00 PM, Executive Session 6:00 PM, Evaluation of the Superintendent

**V. Future Agenda Items and Request for Information**

**VI. Executive Session**

Pursuant to 1 M.R.S.A. § 405(D) for the purpose of negotiations between public employer and public employees.

If the School Committee makes a motion to enter executive session, the precise nature of business to be considered will be indicated in the motion. The items, which may be discussed, by law, may include one or more of the following:

1. To discuss personnel.
2. To discuss or consider the suspension or expulsion of a student.
3. To discuss or consider the condition, acquisition, or the use of real or personal property only if premature disclosure would prejudice the competitive or bargaining of the body or agency.
4. To discuss labor contracts, proposals and/or meetings related to negotiations.
5. To consult with the School Committee's attorney concerning legal rights, pending litigation, and settlement offers, when premature public knowledge would give the School Committee substantial disadvantage.
6. To discuss records made, maintained, or received by the School Committee or department, of access is prohibited by statute.

**VII. Adjournment**

\_\_\_\_\_ Moved to adjourn at \_\_\_\_\_ P.M.

\_\_\_\_\_ Seconded

\_\_\_\_\_ Motion passed/defeated \_\_\_\_\_ to \_\_\_\_\_ adjourn at \_\_\_\_\_ P.M.

**REPORT OF REGULAR SESSION MEETING OF THE AUBURN SCHOOL COMMITTEE**

August 19, 2020

Members Present:     Brian Belknap             Karen Mathieu  
                             Brian Carrier             Daniel Poisson  
                             Faith Fontaine             Pamela Hart  
                             David Simpson

Others Present: Dr. Cornelia Brown, Superintendent; Adam Hanson, Business Manager, Michelle McClellan, Assistant Superintendent

**I.        Executive Session 5:30 PM**

Karen Mathieu asked for a motion to enter into Executive Session.

It was moved by Brian Belknap, seconded by David Simpson and voted unanimously to enter into Executive Session.

**II.       CALL TO ORDER/PLEDGE OF ALLEGIANCE**

A. Introductions

Karen Mathieu called the meeting to order at 7:00 PM. Members introduced themselves, noting the ward they represent.

**III.      CONSENT AGENDA**

- A. Approval of Agenda
- B. Approval of Minutes for August 5, and August 12, 2020
- D. Certificated Nominations
  - Rachel Markley
  - Samantha Pelletier
  - Vanese Barnes

It was moved by Brian Carrier, seconded by Brian Belknap and voted unanimously to approve the Consent Agenda for tonight's meeting.

**IV.      PUBLIC PARTICIPATION**

Courtney Pierce, AEA President, shared concerns about the reopening plan. AEA formally invited School Committee members to board a bus wearing masks and go to the classroom to experience what it would be like for students and staff returning to school. Breanne Crocker, AEA Vice President, shared concerns that were submitted by staff. Dr. Brown addressed the difficulty of scheduling "singleton" classes at the 9-12 level and ELHS ventilation.

Andrew Bard, Principal of Washburn, talked about preparedness for opening with three (3) models, e.g. Remote, Two (2) day Hybrid and four (4) day in-person.. Robert Griffin, AMS Principal, shared that administrators are working 7 days a week, 15 hour days trying to get this to work. Mr. Griffin met with a team yesterday and they are rebuilding Auburn Middle School from the ground up. Dr. Brown shared the frustration around busing. The guidance for transportation is still unclear. Andrew Alborn, Auburn citizen, shared concerns around

what a typical school day will look like for students. Sara Bartlett, pastor and mother of students, thanked everyone for their hard work. Ms. Bartlett addressed her concerns about the 4-day plan. Sam Carigan, 5th grade teacher at Sherwood Heights, spoke on behalf of a colleague that couldn't be at the meeting, 6th grade teacher, Christine Samson. She shared her concern about the School Committee disregarding the hard work that the Auburn School Department put into the reopening plan. Jacky Boyd, ELHS teacher, spoke on behalf of a colleague Jen Braunfels, who is not comfortable being in a room with people not wearing masks.. Mary Beth Galway, Head of Guidance Services at ELHS, treasurer of Auburn Education Association, and parent of an 8th grader and 5th grader, shared her concerns and the issue with the School Committee's plan with scheduling classes. Todd Chretien, Spanish teacher, shared concerns around health and safety. Mr. Chretien also shared a statement from his colleague, Karen Theriault. Numerous community members, teachers, parents and students spoke during public participation about their concerns with the School Committee's plan.

## **V. PRESENTATION**

### **A. Coaching Stipends and Return to School for Fall Athletics**

Todd Sampson, shared that the Maine Principals Association's self-mandated deadline was yesterday and has now been delayed until August 27th. The MPA is still following the various phases released last spring and Phase 4 begins next Monday, August 24th. Fall coaches are offering voluntary workouts, 2-3 days a week. Official practices will begin September 8th. The Middle School start date has been pushed back to September 21st. Games will be reduced and travel will be limited. The focus will be on a regional schedule. Academic eligibility has been extended for grades 7-12. Every student will be eligible at the beginning of the season. They will start checking academic eligibility on September 25th. The next concern that will need to be addressed is spectators and how to allow spectators safely. Mr. Sampson, talked about the coaching stipends for Fall sports. If the MPA makes the decision to start Fall sports on Monday and they continue through November, Mr. Sampson recommends paying 100% of their stipend. If the MPA comes back with the decision not to run fall sports, the ASD would like to offer some sort of intramural sports.

Karen Mathieu asked for a motion to extend the meeting past 10:00PM.

It was moved by Pamela Hart, seconded by Brian Carrier and voted 6 to 1 to extend the meeting past 10:00PM.

### **B. Update Concerning ELHS Schedule and Course Offerings**

Scott Annear, ELHS Principal, shared the complexity around scheduling and course offerings. Some electives will have to be removed. Mr. Annear talked about the capacity in a classroom. Mr. Annear shared other factors of a 2-Day Hybrid vs. 3 options: less instruction time, teacher stress load of multiple pathways and caseloads, safety of teachers mixing students from 2H and 4H, risk of losing multiple teachers, more supervision during lunch and transition time.

### **Public Comment:**

A parent of a senior at ELHS addressed his concern with the 2-day plan. He supports the 4-day plan. Lisa Day, parent of students at ELHS, supports the 4 day plan.

Karen Mathieu asked for a motion to approve a revision to the ELHS Return to School Model: To include only Remote and 2-Day Hybrid options.

It was moved by Pamela Hart, seconded by Daniel Poisson and voted unanimously to approve a revision to the ELHS Return to School Model: To include only Remote and 2-Day Hybrid options.

## **VI. Superintendent's Report**

Dr. Connie Brown gave an update on the meeting with the DOE on August 18th. The August Building committee meeting is canceled. The next meeting will be September. 29th. The construction documents are scheduled to be complete on October 14th. This is important because of a tentative State Construction meeting on October 30th and a tentative State Board presentation on November 4th. Bid dates are November 17th.

## **VII. School Committee Chairperson's Report**

Karen Mathieu shared that the School Committee members have received numerous communications regarding the re-entry plan. Emails came in from staff, parents and community members. The themes have been around safety and feasibility for staff.

## **VIII. Information/Committee Reports**

**City Council** - Brian Carrier shared that there is currently money from the State to help with childcare issues. Plans are in the works.

**Finance Subcommittee** - Brian Carrier shared that they met on the 13th and approved the minutes for July 16th and 24th. There was a discussion about a property acquisition that the Finance committee did not move forward with. The committee talked about the nutrition program. They are looking for a program under CEP that might be able to help with the shortfalls. The updated June financials had an increase of \$36,000, but did have money freed up because of the Cares fund. July financials were a little higher than anticipated, but the fund balance finished out at \$958,000. The bids have come back for the Middle School project and the Franklin Elevator project. The bid was awarded to T Buck in Turner. It is scheduled to be finished at the end of December.

It was moved by Faith Fontaine, seconded by Brian Belknap and voted unanimously to approve the Finance Report for July 2020 as presented.

## **IX. Old Business**

### **A. 2020-21 Auburn School Committee Goals**

It was moved by Brian Belknap, seconded by Pamela Hart and voted unanimously to approve the second reading of the Auburn School Committee Goals for 2020-21 and adoption.

## **X. New Business**

- A. Policy CB: School Superintendent
- B. Policy CB-R: Job Description of the Superintendent
- C. Policy CBI: Evaluation of the Superintendent

D. Policy CBI-RI: Evaluation Of The Superintendent Procedures

It was moved by David Simpson, seconded by Brian Belknap and voted unanimously to table all New Business to include policies listed to the September 2, 2020 meeting.

**XI. Upcoming Meetings**

- Regular Meeting, September 2, 7:00 PM, Workshop 6:00 PM

**XII. Future Agenda Items and Request for Information**

**XIII. ADJOURNMENT**

It was moved by Daniel Poisson, seconded by David Simpson and voted unanimously to adjourn from regular session at 11:05 PM.

Attest, a true record,

A handwritten signature in blue ink, appearing to read "Cornelia", written in a cursive style.

Dr. Cornelia Brown, Secretary  
Superintendent of Schools

CB/cdc

## SCHOOL SUPERINTENDENT

A primary function of the School Committee is to select a Superintendent of schools. To select a Superintendent, a majority vote of all members of the School Committee shall be required. He/she may be appointed to a contract of up to five years in accordance with the laws of the state of Maine.

The Superintendent shall be executive officer of the School Committee. In addition, under Maine Statutes he/she shall serve as secretary ex-officio to the School Committee. He/she shall attend all meetings and have the right to speak on all subjects, but shall have no vote.

The Superintendent shall administer and supervise the public educational system of the city. He/she shall have discretionary authority, subject to later approval by the School Committee, to act upon all emergency matters and those as to which his/her power and duties are not particularly set forth or limited.

The Superintendent shall devote his/her entire working time to the duties of the position. He/she may, without violation of the provisions of this section, perform educational functions outside the town with the approval of the Commissioner of Education and the School Committee.

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Legal Reference:	TITLE 20A MRSa SEC. 1001; 1053
Cross Reference:	CBI—EVALUATION OF THE SUPERINTENDENT
Adopted:	February 1, 1995
Reviewed:	October 15, 2008 – (No changes necessary)



## Job Description

<i>Title:</i>	Superintendent of Schools
<i>Minimum Requirement:</i>	Superintendent Certification (or certifiable) (010) Maine Department of Education
<i>Reports To:</i>	The School School Committee
<i>Supervises:</i>	Directly or indirectly every school system employee
<i>Job Goal:</i>	To provide leadership in developing and maintaining the best possible educational programs and services.
<i>Qualifications (Criteria):</i>	The superintendent shall have obtained appropriate educational background and shall have successfully demonstrated through Central Office experience, or such alternative experience as the School Committee may find appropriate and acceptable.
<i>Evaluation:</i>	Performance shall be evaluated annually in accordance with the School Committee's policy on evaluation of the Superintendent.
<i>Terms of Employment:</i> salary	Work year shall be twelve (12) months. Length of contract, and benefits shall be determined by the School Committee and Superintendent under the Superintendent's individual contract

## Performance Responsibilities and Criteria

### Budgeting/School Finance/Business

- Responsible stewardship of a school system's resources with a strong working knowledge of school finance;
- The knowledge of budgeting (development, acceptance, implementation), funding and taxation;
- Maintains appropriate financial accounts and ensures that audits are performed on an annual basis; and
- The ability to oversee business and facilities management.

### Communications

- The ability to effectively articulate to the School Committee, faculty, and parents and the community the successes of the schools as well as the needs; and
- Is equally capable of communicating well with audiences, small groups, and individuals.

### Community Relations

- Recognizes the importance of both stimulating and reflecting community needs, wants and goals regarding the children's education;
- Relates with the public at large, in groups, and with individuals;
- Visible and active in community affairs;
- Views of the community/school system relationship as a partnership that recognizes and involves the community as part of the school unit; and
- Keeps the public informed about current educational practices, educational trends and the policies, practices, successes and challenges of the schools.

### Curriculum/Instruction

- Works with staff to identify skills or and learning objectives which are effective, consistent and appropriate to the student body;
- Conducts review of and appropriate revision to the total school program, and advises the

- ~~Guidance and assistance of~~ **School Committee on recommendations for the educational advancement of the schools; and**  
Guides and assists professional staff in planning and implementing instructional strategies that match the curriculum and student learning needs.

#### Involvement In The Schools And Community

- ~~visiting~~ **Visits** the schools on a regular basis to remain aware of current developments, **issues and activities; and**
- **An** understanding of the needs for the superintendent to be visible in the individual schools and community.

#### Leadership

- **The** ability to inspire, motivate, guide and direct every member of the administrative, instructional and support staff in setting and achieving the highest standards of educational excellence; **and**
- **The** capacity to influence, enhance and sustain vision, direction and progress such that each individual student may be provided with a complete, valuable, meaningful and personally rewarding education.

#### Organizational Management

- **Belief** in and understanding of participatory management;
- **The** possession of good organizational skills, an understanding of collective bargaining, and a working knowledge of school law; **and**
- **Knowledge** in the effective operation of organizations and in methods of resolving, when necessary, organizational conflicts.

#### Personnel Management

- **The** ability to interpret school/school system needs and to perceive in candidates the potential for suitability, such that the best qualified and most competent teachers, administrators and support staff are recruited, nominated, assigned, and retained by good personnel management practices.

#### School Facility Planning And Construction

- A working knowledge of the concepts involved in planning, designing, **and** constructing **and maintaining** school facilities, including a strong commitment to developing **and maintaining** facilities to meet the needs of the instructional programs.

#### School Reform/Restructuring **Improvement**

- **The** skills and knowledge in current practices and research which will enable the provision of direction and leadership for constructive educational change;
- **The** ability to move ideas and decisions into implementation; **and**
- **Up-to-date** knowledge of educational trends, both statewide and nationally, and adeptness at adapting those trends to local schools.

#### Staff Development

- **The** ability to provide an environment for professional growth and staff development that encourages the raising of staff aspirations by capitalizing on the strengths of staff members who are performing capably in the areas of program evaluation, development and implementation; **and**
- **Encouragement** of the use and development of other talents among staff members, when appropriate.

#### Superintendent/~~Board~~ **School Committee** Relationships

- **The** ability to understand and serve in the multifaceted relationship with the school School Committee, including as chief executive officer, educational leader, Secretary, Treasurer, and

advisor;

- The understanding and honoring of the responsibilities of the School Committee; and
- The ability to keep the School Committee well informed and to articulate clear, specific, well documented recommendations for action.

#### Supervision/Evaluation

- The knowledge and commitment to supervise and evaluate the effectiveness of programs and the competencies and efforts of staff performance in the delivery of school programs;
- The ability to analyze duties and delegate authority and to provide for feedback and training to improve the performance of personnel; and
- Commitment to an evaluation process that establishes clear performance standards, acknowledges and rewards superior performance, and documents inferior work that does not meet expectations while suggesting methods of improving that performance.

specific performance responsibilities may include but are not necessarily limited to:  
~~BUDGETING/SCHOOL FINANCE/BUSINESS:~~

- ~~Guide the process of fiscal planning and budgetary development, interpretation and implementation.~~
- ~~Act as purchasing agent for the board, establishing and maintaining efficient procedures and effective controls for all expenditures of school funds for the purchase of books, materials, supplies, and equipment.~~
- ~~Provide suitable instructions and regulations to govern the use and care of school properties for school purposes.~~
- ~~Recommend to the board sales of all property no longer required by the board, and supervise the proper execution of such sales.~~
- ~~Oversee the scheduling of the use of buildings and grounds by all groups, organizations.~~
- ~~Oversee the transportation of students, in accordance with board policy. Make recommendations to the board concerning transportation in accordance with the law and the requirements of safety.~~

#### ~~COMMUNICATIONS:~~

- ~~Convey, interpret and clarify the purposes and needs of the school system to board, staff, students and the public.~~
- ~~Listen; respond to opportunities to hear what staff, parents, students, community members want to convey; seek input and feedback by initiating occasions for conversational exchange, both formal and informal.~~

#### ~~COMMUNITY RELATIONS:~~

- ~~Keep the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the schools.~~
- ~~Attend, or delegate a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.~~
- ~~Confer periodically with professional and lay groups concerning the school program and transmit to the board suggestions gained from such conferences.~~
- ~~Exercise leadership in the development and execution of the school-community relations program.~~
- ~~Represent the schools before the public, and maintain, through cooperative leadership,~~

~~both within and without the schools, a program of information and public relations to keep the public informed as to the activities, needs and successes of the schools.~~

- ~~■ Participate in the life of the community through personal involvement.~~

#### ~~CURRICULUM/INSTRUCTION:~~

- ~~■ Administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the board.~~
- ~~■ Study and revise, together with the staff, all curriculum guides and courses of study, on a continuing basis.~~
- ~~■ Recommend to the board for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.~~
- ~~■ Conduct a periodic audit of the total school program, and advise the board on recommendations for the educational advancement of the schools.~~

#### ~~INVOLVEMENT IN THE SCHOOLS AND COMMUNITY:~~

- ~~■ Frequently visit each school to be aware of current developments and to encourage, guide and support the staff.~~

#### ~~LEADERSHIP:~~

- ~~■ Provide for the coordination of the total educational program, and provide the lead in its development and improvement.~~
- ~~■ Coordinate the work of administrative staff members, providing counsel and motivation and fostering teamwork.~~
- ~~■ Administer, as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the board.~~
- ~~■ Formulate school objectives, policies, plans, and programs; prepare (or cause to be prepared) and present facts and explanations necessary to assist the board in its duty of legislation for the schools.~~
- ~~■ Accept responsibility for the general efficiency of the school system, for the development of the school staff, and for the educational growth and welfare of the students.~~
- ~~■ Make all administrative decisions necessary to the proper functioning of the system.~~
- ~~■ Attend and contribute participation to selected local, county, state, and national meetings of lay and professional organizations concerned with education.~~
- ~~■ Perform all other duties which may be necessary to ensure the proper functioning of the educational program, and which are incident to the position of superintendent of schools and the chief executive officer of the board.~~

#### ~~ORGANIZATIONAL MANAGEMENT:~~

- ~~■ Develop, maintain, and administer an organization designed to effectively present~~
- ~~■ instruction and educational activities for students enrolled, and provide for proper span of control and delegation of responsibility and authority.~~
- ~~■ Delegate at own discretion to other employees of the board the exercise of any powers or the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.~~
- ~~■ Hold (or cause to be held) such meetings of teachers and other employees as necessary~~

for the discussion of matters concerning the improvement and welfare of the schools

- Utilize, when possible, the talents, training, and experiences of staff to enhance the capability and performance of others.

#### ~~SUPERINTENDENT/BOARD RELATIONSHIPS:~~

- ~~Attend and participate in all meetings of the board and its committees.~~
- ~~Prepare and submit to the board recommendations relative to all matters requiring board action, placing before the board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.~~
- ~~Inform and advise the board about the programs, practices, and problems of the schools, and keep the board informed of the activities operating under the board's authority.~~
- ~~Submit to the board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums.~~
- ~~Serve as professional advisor to the board in all matters of educational leadership, business administration, personnel administration, material management, and public relations.~~
- ~~Continually inform the board on the progress and condition of the schools.~~
- ~~Attend and serve as secretary ex-officio for all meetings of the board; serve as ex-officio member on all standing and special committees.~~
- ~~Advise the board on the need for new and/or revised policies, see that all policies of the board are implemented, and assist the board with appropriate consultation with teachers on matters of educational policy as required by State law.~~
- ~~Initiate and guide the development of policies for board consideration; accept the authority of board policy, and assume the responsibility for the administration of same; develop such administrative rules, regulations, or procedures as may be necessary to implement board policies.~~
- ~~Act on own discretion if action is necessary in any matter not covered by board policy; report such action to the board as soon as practicable; recommend policy, as appropriate, in order to provide guidance in the future.~~
- ~~Report to the board such matters as deemed material to the understanding and proper management of schools, or as the board may request.~~
- ~~Be responsible for the taking and maintaining of board meeting minutes.~~
- ~~Answer all communications directed to the board; direct all communications to school personnel from the board and submit all requests, recommendations, and reports from school personnel to the board.~~

#### ~~SUPERVISION/EVALUATION:~~

- ~~Develop and revise as needed a plan for the evaluation of all personnel, involving and informing staff of the plan and procedures to be involved.~~
- ~~Supervise methods of teaching, supervision, and administration in effect in the schools.~~
- ~~Report and/or recommend to the board the promotion, salary change, disciplining, demotion, or dismissal of employees as required by law or board policy.~~
- ~~Report to the board the case of any employee whose service is unsatisfactory, and~~

~~recommend appropriate action. Suspend any employee when deemed appropriate and report such suspension to the board for subsequent action, if necessary.~~

- ~~■ Direct activities that will measure and evaluate the extent to which the instructional program is attaining its objectives.~~
- ~~■ Conduct a continuous study of the development and needs of the schools and keep the board and public informed~~

~~OTHER:~~

- ~~■ Maintain adequate records for the schools, including a system of financial accounts as well as personnel, school population, and scholastic records; act as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the board.~~
- ~~■ Oversee the processing and submission of required reports.~~
- ~~■ Maintain effective working relationships between the school unit and other relevant agencies at the local, state and national levels.~~
- ~~■ Prescribe rules for the classification and advancement of students and for the transfer of students from one building to another in accordance with policies; approve the special transfer of students to/from other school systems in accordance with State law and board policy.~~
- ~~■ Exercise sound judgment in carrying out the policies of the board in regard to corrective or preventive measures to be used for the control of undesirable student behavior.~~
- ~~■ Perform such other tasks as may from time to time be assigned by the board, or as contained in Maine State law.~~

Adopted: February 1, 1995

## Job Description

<i>Title:</i>	Superintendent of Schools
<i>Minimum Requirement:</i>	Superintendent Certification (or certifiable) (010) Maine Department of Education
<i>Reports To:</i>	The School School Committee
<i>Supervises:</i>	Directly or indirectly every school system employee
<i>Job Goal:</i>	To provide leadership in developing and maintaining the best possible educational programs and services.
<i>Qualifications (Criteria):</i>	The superintendent shall have obtained appropriate educational background and shall have successfully demonstrated through Central Office experience, or such alternative experience as the School Committee may find appropriate and acceptable.
<i>Evaluation:</i>	Performance shall be evaluated annually in accordance with the School Committee's policy on evaluation of the Superintendent.
<i>Terms of Employment:</i> salary	Work year shall be twelve (12) months. Length of contract, and benefits shall be determined by the School Committee and Superintendent under the Superintendent's individual contract

## Performance Responsibilities and Criteria

### Budgeting/School Finance/Business

- Responsible stewardship of a school system's resources with a strong working knowledge of school finance;
- The knowledge of budgeting (development, acceptance, implementation), funding and taxation;
- Maintains appropriate financial accounts and ensures that audits are performed on an annual basis; and
- The ability to oversee business and facilities management.

### Communications

- The ability to effectively articulate to the School Committee, faculty, parents and the community the successes of the schools as well as the needs; and
- Is equally capable of communicating well with audiences, small groups, and individuals.

### Community Relations

- Recognizes the importance of both stimulating and reflecting community needs, wants and goals regarding the children's education;
- Relates with the public at large, in groups, and with individuals;
- Visible and active in community affairs;
- Views the community/school system relationship as a partnership that recognizes and involves the community as part of the school unit; and
- Keeps the public informed about current educational practices, educational trends and the policies, practices, successes and challenges of the schools.

### Curriculum/Instruction

- Works with staff to identify skills and learning objectives which are effective, consistent and appropriate to the student body;
- Conducts review of and appropriate revision to the total school program, and advises the

- School Committee on recommendations for the educational advancement of the schools; and
- Guides and assists professional staff in planning and implementing instructional strategies that match the curriculum and student learning needs.

#### Involvement In The Schools And Community

- Visits the schools on a regular basis to remain aware of current developments, issues and activities; and
- An understanding of the needs for the superintendent to be visible in the individual schools and community.

#### Leadership

- The ability to inspire, motivate, guide and direct every member of the administrative, instructional and support staff in setting and achieving the highest standards of educational excellence; and
- The capacity to influence, enhance and sustain vision, direction and progress such that each individual student may be provided with a complete, valuable, meaningful and personally rewarding education.

#### Organizational Management

- Belief in and understanding of participatory management;
- The possession of good organizational skills, an understanding of collective bargaining, and a working knowledge of school law; and
- Knowledge in the effective operation of organizations and in methods of resolving, when necessary, organizational conflicts.

#### Personnel Management

- The ability to interpret school/school system needs and to perceive in candidates the potential for suitability, such that the best qualified and most competent teachers, administrators and support staff are recruited, nominated, assigned, and retained by good personnel management practices.

#### School Facility Planning And Construction

- A working knowledge of the concepts involved in planning, designing, constructing and maintaining school facilities, including a strong commitment to developing and maintaining facilities to meet the needs of the instructional programs.

#### School Improvement

- The skills and knowledge in current practices and research which will enable the provision of direction and leadership for constructive educational change;
- The ability to move ideas and decisions into implementation; and
- Up-to-date knowledge of educational trends, both statewide and nationally, and adeptness at adapting those trends to local schools.

#### Staff Development

- The ability to provide an environment for professional growth and staff development that encourages the raising of staff aspirations by capitalizing on the strengths of staff members who are performing capably in the areas of program evaluation, development and implementation; and
- Encouragement of the use and development of other talents among staff members, when appropriate.

#### Superintendent/School Committee Relationships

- The ability to understand and serve in the multifaceted relationship with the school School Committee, including as chief executive officer, educational leader, Secretary, Treasurer, and



advisor;

- The understanding and honoring of the responsibilities of the School Committee; and
- The ability to keep the School Committee well informed and to articulate clear, specific, well documented recommendations for action.

#### Supervision/Evaluation

- The knowledge and commitment to supervise and evaluate the effectiveness of programs and the competencies and efforts of staff performance in the delivery of school programs;
- The ability to analyze duties and delegate authority and to provide for feedback and training to improve the performance of personnel; and
- Commitment to an evaluation process that establishes clear performance standards, acknowledges and rewards superior performance, and documents work that does not meet expectations while suggesting methods of improving that performance.

Adopted: February 1, 1995

## **SUPERINTENDENT OF SCHOOLS JOB DESCRIPTION**

### **I. JOB GOAL**

To provide leadership in developing and maintaining the best possible educational programs and services for the students of our school system. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

### **II. MINIMUM JOB REQUIREMENTS**

A. Superintendent Certification (010) Maine Department of Education (or certifiable).

B. **[Local Unit Insert: Degree(s) required and major area of study.]**

C. **[Local Unit Insert: Type and amount of prior job experience required.]**

**[Sample language: \_\_\_\_ years as central office administrator; strong elementary and/or secondary school administrator experience; strong knowledge of *Maine's Learning Results*.]**

D. Such alternatives to the qualifications listed in B. and C. as the Board may find appropriate and acceptable.

### **III. REPORTS TO: School Board**

### **IV. SUPERVISES: Directly or indirectly, every school system employee**

V. PERFORMANCE RESPONSIBILITIES AND CRITERIA

**[Local units should note that the following performance responsibility categories are listed in alphabetical order. Boards should discuss whether they want to re-order the categories to reflect the district's particular priorities.]**

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories: 1) Communication; 2) Community Relations; 3) Curriculum; 4) School/Community Involvement; 5) Leadership; 6) Organizational Management; 7) Personnel Management; 8) School Facility Management; 9) School Finance/Budgeting; 10) School Improvement; 11) Staff Development; 12) Superintendent/Board Relations; and 13) Supervision/Evaluation.

- A. Communication—Able to communicate clearly with staff, parents, students and community, both verbally and in writing.
  - 1. Keeps the public informed of the status of the schools.
  - 2. Conducts meetings of administrators, teachers and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools.
  - 3. Communicates to all staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board.
  - 4. Confers as appropriate with professional and lay groups concerning the school program and transmits suggestions to the Board and others, as appropriate.
- B. Community Relations—Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.
  - 1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school

system, effecting a wholesome and cooperative working relationship between the schools and the community.

2. Communicates with and understands the needs and perspectives of various community groups.
3. Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised.
4. Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.

C. Curriculum—Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12 [**Local Unit should insert pre-K if appropriate**].

1. Administers the development and maintenance of educational programs designed to meet the needs of the community and to carry out the policies of the Board.
2. Conducts reviews of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
3. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
4. Oversees timely revisions of curriculum and courses of study.

D. School/Community Involvement—Visible in the schools, aware of current issues and activities in the schools, and shows an interest in community affairs.

1. Visits schools and classrooms as appropriate. Attends a reasonable number of student/staff events.
2. Seeks to stay informed about issues and activities in the schools.
3. Has a reasonable level of knowledge of administrators, staff, and students.

4. Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction.
- E. Leadership—Able to motivate, lead, guide and direct people. Committed to implementing the Mission and Vision Statement of the school system.
1. Facilitates the development of and implements a collaborative educational vision and assists the Board in setting priorities for the school system.
  2. Serves as the educational leader of the school system. Performs job responsibilities using the Mission and Vision Statement as a guide.
  3. Communicates the educational vision and priorities effectively to staff, students, and community.
  4. Attend conventions and conferences to keep abreast of latest educational trends.
  5. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.
- F. Organizational Management—Uses a systematic approach to managing and improving the schools. Excellent organizational skills, working knowledge of school law, and proven ability to resolve organizational conflicts.
1. Administers, as chief school executive, the development, maintenance, and improvement of the educational program.
  2. Maintains, directly or through delegation, such personnel records, pupil accounting records, business records and other records as required by law and/or Board policy.
  3. Files, or causes to be filed, all reports required by state or federal laws/regulations.
  4. Advises the Board of the need for new and revised policies, and ensures that all policies of the Board are implemented.

5. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on his/her discretion when emergency action is necessary in matters not covered by Board policy. Reports such emergency actions to the Board and recommends policy for future guidance.
  6. Develops and implements rules and procedures for staff and students as necessary to comply with Board policies, and state and federal laws/regulations.
  7. Delegates to other staff, at own discretion, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.
  8. Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration of the instructional program. Implements Board policies and state laws/regulations related to promotion, retention and acceleration of students.
  9. Makes recommendations to the Board concerning the transportation of students in accordance with Board policies, state laws/regulations, and student safety considerations.
- G. Personnel Management—Excellent people skills. Ability to recruit and retain high quality staff. Strong personnel management practices and understanding of collective bargaining issues.
1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.
  2. Nominates to the Board for employment the most qualified and competent teachers and administrators.
  3. Employs the most qualified and competent support staff. **[Local Units may modify this language if the Board approves all staff employment. Sample language: Recommends to the Board for approval the most qualified and competent support staff for employment.]**

4. Develops job descriptions for all staff, subject to Board review and approval.
  5. Assigns and transfers employees as the interests of the school system require, and reports such actions to the Board for information and record.
  6. Participates, as deemed appropriate by the Board, in negotiations with recognized employee bargaining units.
  7. Handles employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations.
  8. Establishes and implements personnel policies and procedures for non-union staff.
  9. Ensures that the Board complies with meet and consult requirements on educational policy issues.
  10. Establishes personnel procedures that provide information that may be used to advance the quality of the school system, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.
- H. School Facility Management—Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.
1. Makes recommendations to the Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriates for sites and buildings; and improvements, alterations and changes in buildings and equipment.
  2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.
  3. Includes maintenance and other facilities/equipment needs in budget planning.

4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.
  5. Recommends to the Board sales of surplus property no longer needed and authorizes the proper execution of such sales.
- I. School Finance/Budgeting—Strong working knowledge of school finance, including budget development and management. Ability to effectively communicate with the Board, staff, community and local municipal officials. Clear understanding of federal, state, and local funding issues.
1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.
  2. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.
  3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
  4. Clearly explains proposed budgets, needs and priorities to the Board, community and local municipal officials.
  5. Conducts all financial operations and purchasing within Board policies and applicable state/federal laws/regulations.
  6. Maintains appropriate financial accounts and ensures that audits are performed on an annual basis.
  7. Provides prior notice to the Board when there is a need to depart from Board policy in any financial matter.
- J. School Improvement—Commitment to supervise and evaluate school programs in the spirit of continuous improvement; understanding of educational practices, research, and national/state/local initiatives, including Maine’s Learning Results; and ability to frame issues for discussion, reach timely decisions, and implement change.
1. Develops, implements, and monitors the change process to improve the educational program.



2. Is familiar with current research and educational issues.
  3. Involves the staff and community in plans to improve the educational program.
  4. Ensures that there is a comprehensive system of student assessment in place.
  5. Informs and advises the Board about educational programs and instructional practices in the schools.
  6. Communicates effectively with staff, students and the community about educational trends, curriculum needs and instructional programs.
  7. Ensures that the educational program complies with Board policies and applicable state and federal laws/regulations.
  8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.
- K. Staff Development—Committed to and fosters continuous staff improvement. Emphasizes both system wide and individual development.
1. Fosters an environment that encourages continuous learning and improvement on the part of school staff.
  2. Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the Board, administration and staff.
  3. Provides reasonable opportunities for staff to participate in conferences, visitations and coursework within the framework of the school system's budget.
  4. Ensures that all staff are involved in the school system's staff development opportunities.
  5. Informs the Board of staff development priorities, needs, and activities.

- L. Superintendent/Board Relations—Understands that the Superintendent is responsible for management of the schools under the Board’s policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.
1. Supervises and ensures compliance with all laws, regulations and Board policies.
  2. Keeps the Board informed about programs, activities, accomplishments, problems, and needs of the schools.
  3. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects.
  4. Schedules and attends meetings of the Board.
  5. Serves as Secretary to the Board as required by law.
  6. Serves as an ex officio member of all school system/Board committees, attending meetings as specified by the Board.
  7. Advises and recommends action by the Board as appropriate concerning student and staff disciplinary issues.
  8. Assists the Board in developing annual and long-range goals for the school system.
  9. Represents the school system with the media and other groups as deemed appropriate by the Board.
  10. Performs such other tasks as may be assigned by the Board.
- M. Supervision/Evaluation—Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.
1. Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies and with appropriate input from administration and staff.

2. Oversees methods of teaching, supervision, evaluation and administration in the schools.
3. Disciplines employees as necessary and reports such actions to the Board as appropriate.
4. Recommends salary changes or dismissal/nonrenewal of administrators and teachers to the Board for final action. **[Local Units may modify this language if the Board approves all support staff salary changes and dismissals. Sample language: Recommends salary changes or dismissal of staff members to the Board for final action.]**

#### VI. TERMS OF EMPLOYMENT

Work year shall be twelve (12) months. Length of contract, salary, and benefits shall be determined by the Board and Superintendent under the Superintendent's individual contract.

#### VII. EVALUATION

Performance shall be evaluated in accordance with the provisions of the Board's policy on evaluation of the Superintendent.

Cross Reference: CBI - Evaluation of Superintendent

Adopted: \_\_\_\_\_

**PLEASE NOTE** MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

## Evaluation Of The Superintendent

As a regular and scheduled activity, the School Committee will evaluate the performance of the superintendent with written standards agreed to by the evaluatee and the evaluators. The primary purpose of the evaluation will be to effect improvements in administrative leadership.

### Guidelines

- A. The superintendent should be involved in the development of the standards with which he/she will be evaluated, or at least accept previously developed standards as appropriate to his/her current operations.
- B. Evaluation should be at a scheduled time and place, ~~with no other items on the agenda, at a study or~~ **in an** executive session with all School Committee members present.
- C. The evaluation should be a composite of the individual School Committee members' opinions, but the School Committee as a whole should meet with the superintendent to discuss the evaluation.
- D. The evaluation should include a discussion of strengths as well as weaknesses.
- E. Both parties should prepare for the evaluation--the superintendent by conducting a rigorous self-evaluation, the School Committee by examining various sources of information relating to the superintendent's performance.
- F. The School Committee should not limit itself to the items that appear on the evaluation form. No form or set of guidelines can encompass the totality of the superintendent's responsibilities.
- G. Each judgment should be supported by as much rationale and objective evidence as possible. One School Committee member's opinion should not be the sole basis for judgment on an appraisal item.
- H. The superintendent should have the opportunity to ~~evaluate~~ **provide feedback to** the School Committee. ~~Ideally, the evaluation will~~ **The feedback may** include an examination of the working relationships between the School Committee and superintendent.

### Performance Objectives

Using the evaluation of performance for a given year and new priorities established by the School Committee, the School Committee and the superintendent will mutually establish at the time of evaluation a new set of specific performance goals and standards for the superintendent for the ensuing year. These will then become the primary criteria for the next School Committee evaluation of the superintendent.

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Cross Reference:	BDD - School Committee-Superintendent Relationship CB – School Superintendent CBD - Superintendent's Contract
Adopted:	February 1, 1995
Revised:	October 2, 2002

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Adopted:	February 1, 1995
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Revised:	October 2, 2002
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## Evaluation of the Superintendent Procedures

### I. Purpose of Evaluation

The purpose of the evaluation of the Superintendent is two-fold. First, it is recognized that establishing and carrying out mutually agreed upon employment goals is important to the overall success and improvement of the school system and the Superintendent. Second, it is intended to determine the Superintendent's ability to carry out the responsibilities as defined in the job description. Only by open communication and mutual understanding of expectations can the Superintendent achieve the working relationship essential to the operation of a successful school system.

### II. Employment Goals

- A. The School Committee and Superintendent shall meet in executive session annually, in November, to establish mutually agreed upon employment goals for the coming year. The Superintendent shall submit his/her proposed goals to the Committee in advance of the meeting. The purpose of establishing specific employment goals is to assist the Superintendent in establishing priorities for action.
- B. The Committee and Superintendent shall meet in executive session at least **once by** mid-year for the purpose of discussing progress toward meeting the employment goals established in November. Should circumstances warrant, the Committee and Superintendent may mutually agree to make changes to the established employment goals.
- C. The Superintendent shall prepare a self-evaluation, to be submitted to the Committee in September, assessing his/her success in achieving the employment goals established the previous November and in carrying out his/her defined responsibilities.

### III. Evaluation by the Committee

- A. The Committee and the Superintendent shall meet in executive session annually, in November, for the purpose of evaluating the Superintendent.
- B. At said meeting, the Committee shall discuss with the Superintendent his/her success in meeting the employment goals established for the year. Failure to accomplish certain employment goals does not necessarily connote failure of the Superintendent. They shall also discuss the Superintendent's success in carrying out his/her defined responsibilities.
- C. The Committee shall prepare a written summary reflecting the evaluation of the Superintendent by the Committee as a whole. A copy of the summary shall be signed by the Committee Chair and discussed with the Superintendent, who shall sign it as an indication that he/she has read and discussed the document with the Committee. A copy of the summary shall be placed in the Superintendent's personnel file, a copy shall be retained by the Committee Chair, and a copy shall be provided to the Superintendent.

Any minority statement by a Committee member or members expressing disagreement with any portion of the overall Committee's evaluation as summarized may be included with the summary provided it is signed by the member(s) expressing such disagreement.

#### Criteria for Evaluating the Superintendent

The Superintendent is responsible for the overall administration of the ~~Department of Education~~ **Auburn School Department** (and serves as Secretary to the Committee). In accordance with the policies of the Committee, he/she shall provide professional leadership to the **Auburn School** Department and shall administer the **Auburn School** Department in such a way as to provide for the successful education of the students. In addition to his/her statutory duties, the Superintendent shall be responsible for the general supervision of all activities under the control of the **School** Committee. He/she is expected to make such rules and give such instructions to **Auburn School** Department employees as may be necessary to carry out his/her responsibilities.

The agreed-upon goals of the **School** Committee and the Superintendent, together with the job description, shall serve as the basis for his/her evaluation.

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Cross Reference:	BDD - School Committee-Superintendent Relationship CB – School Superintendent CBD - Superintendent's Contract CBI – Evaluation of the Superintendent
Endorsed:	September 18, 2002

## Evaluation of the Superintendent Procedures

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Any minority statement by a Committee member or members expressing disagreement with any portion of the overall Committee's evaluation as summarized may be included with the summary provided it is signed by the member(s) expressing such disagreement.

#### Criteria for Evaluating the Superintendent

The Superintendent is responsible for the overall administration of the Auburn School Department (and serves as Secretary to the Committee). In accordance with the policies of the Committee, he/she shall provide professional leadership to the Auburn School Department and shall administer the Auburn School Department in such a way as to provide for the successful education of the students. In addition to his/her statutory duties, the Superintendent shall be responsible for the general supervision of all activities under the control of the School Committee. He/she is expected to make such rules and give such instructions to Auburn School Department employees as may be necessary to carry out his/her responsibilities.

The agreed-upon goals of the School Committee and the Superintendent, together with the job description, shall serve as the basis for his/her evaluation.

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Cross Reference:	BDD - School Committee-Superintendent Relationship CB – School Superintendent CBD - Superintendent's Contract CBI – Evaluation of the Superintendent
Endorsed:	September 18, 2002