

1 Cover Letter to County Boards and Superintendents

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3 Legislation adopted in the 2003 legislative session requires county boards of  
4 education to evaluate the performance of county superintendents annually, using a  
5 process authorized by the W. Va. Board of Education. The WVBE has adopted Policy  
6 5309 to effectuate this statute.

7 As stated in statute and WVBE policy, the county superintendent evaluation, at a  
8 minimum, requires the county superintendent and county board to a) establish written  
9 goals and/or objectives for the superintendent to accomplish within a given period of  
10 time. Other required areas of evaluation include b) the superintendent's success in  
11 improving student achievement generally across the county and c) specifically, the  
12 superintendent's success in improving student achievement through his/her management  
13 and administration of low-performing schools.

14 Additionally, the evaluation may cover the performance of the county  
15 superintendent in the areas of community relations, school finance, personnel relations,  
16 curricular standards and programs and overall leadership of the school district as  
17 indicated primarily by improvements in student achievement, testing and assessment.

18 The 2003 legislation, included in Senate Bill 522, requires the county  
19 superintendent to keep the school board apprised continuously of "any issues that affect  
20 the county board or its schools, programs and initiatives," with the county superintendent  
21 required to report to the county board on these issues using "any appropriate means  
22 agreeable to both parties." When practical, "the reports shall be fashioned to include a  
23 broad array of data and information that the county board may consult to aid in making  
24 decisions." The legislation also requires the county superintendent, as the county board  
25 chief executive, to "act...as may be delineated in his or her contract or other written  
26 agreement with the county board..."

27 In order to provide a reasonable way to comply with the 2003 law, a West  
28 Virginia School Boards Association/West Virginia Association of School Administrators  
29 committee (comprised of an equal number of superintendents and county school board  
30 members) met from February – July 2004 to study the requirements of the law and the  
31 resulting State Board Policy §5309. The attached policy, as presented, has been deemed  
32 by the State Board to be acceptable as it is written to meet the requirements of Policy  
33 §5309, and may be adopted in total or in part by county boards as their local policy  
34 governing superintendent evaluation. Of course, any items added to those included in the  
35 model superintendent performance evaluation form, have not been subject to WVBE  
36 review. Whether using this model policy or some variation, the WVBE requires all  
37 county boards to submit a superintendent evaluation policy for WVBE review and  
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**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION  
SERIES 143**

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**County Superintendent Performance Evaluations (5309)**

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**§126-143-1. General.**

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1.1. Scope. - This rule governs the approval of processes by which county boards of education annually evaluate the performance of their superintendents.

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1.2. Authority. - W.Va. Constitution, Article XII, §2 and W.Va. Code §18-2-5 and §18-4-6.

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1.3. Filing Date. - December 12, 2003.

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1.4. Effective Date. - January 11, 2004.

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1.5. Repeal of Form Rule. - None. This is a new rule.

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**§126-143-2. Purpose.**

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105 2.1. W.Va. Code §18-4-6 requires the West Virginia Board of Education (hereinafter State Board)  
106 to authorize the processes by which county boards of education (hereinafter county board) shall  
107 annually evaluate the performance of their superintendents.

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111 2.2. The purpose of this policy is to prescribe how the State Board will exercise that authority.

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**§126-143-3. Authorization Required.**

119 3.1. Each county board shall annually evaluate the performance of its superintendent in  
120 accordance with a process authorized by the State Board pursuant to this policy.

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124 3.2. A county board shall not evaluate its superintendent under a process that has not been  
125 approved by the State Board.

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129 3.3. Nothing in this policy shall be interpreted to require a county board to evaluate an interim  
130 superintendent serving pursuant to W.Va. Code §18-4-1.

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134 3.4. During any period that the State Board intervenes in the operation of a school system  
135 pursuant to W.Va. Code §18-2E-5, the county board shall not evaluate the superintendent's  
136 performance unless directed to do so by the State Superintendent.

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**§126-143-4. Processes for School Year 2003-2004.**

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144 4.1. Before evaluating the performance of its superintendent for the 2003-2004 school year, the  
145 county board shall submit to the State Superintendent of Schools (hereinafter State  
146 Superintendent) a written description of the evaluation process it proposes to follow including a  
147 copy of any evaluation forms to be used as part of the process.

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151 4.2. The State Superintendent, on behalf of the State Board, is authorized to approve the proposed  
152 process for the 2003-2004 school year if, in the State Superintendent's reasonable opinion, the  
153 proposal satisfies the criteria of section 6 of this policy.

154 **§126-143-5. Processes for Subsequent School Years.**

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158 5.1. Before evaluating the performance of its superintendent for the 2004-2005 school year, the  
159 county board shall submit to the State Superintendent, for approval by the State Board, a written  
160 description of the evaluation process which the county board proposes to follow, including a copy  
161 of any evaluation forms to be used as part of the process.

162 5.2. In order to receive State Board approval by July 1, the county board must initially submit its  
163 proposed evaluation process to the State Superintendent before the preceding December 31.  
164 Proposals submitted after that date will be considered, but may not be approved by July 1.

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168 5.3. If it appears to the State Superintendent that an evaluation process proposed by the county  
169 board does not meet the requirements of section 6 of this policy, the State Superintendent shall  
170 return the proposal to the county board, identifying any areas of noncompliance. After revising  
171 the proposed process to comply with the requirements of section 6, the county board shall submit  
172 to the State Superintendent, for approval by the State Board, a written description of the revised  
173 proposal.

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177 5.4. If, in the State Superintendent's opinion, a proposed evaluation process submitted by the  
178 county board meets the mandatory requirements of section 6 of this policy, the State  
179 Superintendent shall promptly bring the proposal to the State Board for consideration, regardless  
180 of the State Superintendent's opinion about other aspects of the county board's proposal. If the  
181 State Superintendent is concerned about any aspect of the proposal, the State Superintendent  
182 shall ~~so~~ inform the State Board of the concern.

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186 5.5. If the State Board does not approve a county board's proposed evaluation process, the county  
187 board shall revise the proposal to address the State Board's concerns and submit a written  
188 description of the revised proposal to the State Superintendent for approval by the State Board.

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192 5.6. Once the State Board approves the county board's process for evaluating the superintendent's  
193 performance, the county board shall continue to utilize the approved process until the State Board  
194 authorizes or requires the county board to employ a different process.

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198 **§126-143-6. Required Process Criteria.**

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202 6.1. The process by which the county board of education shall annually evaluate the performance  
203 of its superintendent shall include the following criteria:

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207 6.1.1. The process shall require the county board and the superintendent to annually, before  
208 September 15, establish written goals or objectives for the superintendent to accomplish within a  
209 given period of time. Each goal or objective shall include a specific time line for completion. The  
210 time line need not be the same for each goal or objective, and the time line for any goal or  
211 objective may extend beyond the end of the then-current school year.

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215 6.1.2. The process shall specify how the goals or objectives will be established when the board and  
216 the superintendent seem unable to agree. To that end, the process may provide that the parties  
217 will petition the State Board to designate an individual to facilitate agreement on goals or  
218 objectives, that the county board will engage the West Virginia School Boards Association and the  
219 West Virginia Association of School Administrators to facilitate agreement, or that some other  
220 specific procedure will be followed to break the impasse.

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224 6.1.3. The process shall require the county board to annually, before June 30, assess the  
225 superintendent's achievement of the written goals or objectives, except that the assessment shall  
226 be made before March 1 if the superintendent's contract is to expire on the ensuing June 30.

227 6.1.4. The process shall require the county board to annually, before June 30, evaluate the  
228 superintendent's success in improving student achievement generally across the county and  
229 specifically as it relates to the management and administration of low performing schools, except  
230 that this evaluation shall be made before March 1 if the superintendent's contract is to expire on  
231 the ensuing June 30.

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235 6.1.5. The process shall require the county board to evaluate the superintendent's performance in  
236 executive session, and to thereafter make available to the public a general statement about the  
237 evaluation process and the overall result. The process shall specify how the county board will  
238 arrive at the general statement about the evaluation process and the overall result.

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242 6.1.6. The process shall allow for the release of additional information about the evaluation only  
243 by mutual consent of the superintendent and the county board.

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247 **§126-143-7. Optional Process Criteria.**

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251 7.1. The process by which the county board shall annually evaluate the performance of its  
252 superintendent may include these features:

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256 7.1.1. The process may require or allow the county board to annually, before June 30, assess the  
257 superintendent's performance in the areas of community relations, school finance, personnel  
258 relations, curricular standards and programs, and overall leadership of the school district as  
259 indicated primarily by improvements in student achievement, testing and assessment, except that  
260 this assessment shall be made before March 1 if the superintendent's contract is to expire on the  
261 ensuing June 30. If the process includes such assessments, the process shall specify how the  
262 assessments will be made, including any ratings or rankings that will be employed.

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266 7.1.2. The process may require or allow the county board to assess annually, before June 30, the  
267 superintendent's performance of any of the other duties of the chief executive officer of the county  
268 board as delineated in the superintendent's contract or other written agreement with the county  
269 board [W.Va. Code §18-4-10(1)], and the degree to which the superintendent keeps the county  
270 board apprised continuously of any issues that affect the county board or its schools, programs  
271 and initiatives. [W.Va. Code §18-4-10(9).]

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275 7.1.3. The process may, with the consent of the superintendent who is to be evaluated, incorporate  
276 input from other parties, such as citizens and school employees, about the superintendent's  
277 performance. However, any such input shall be used only to inform the county board in its  
278 evaluation of the superintendent.

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**§126-143-8. Catalog of Evaluation Instruments.**

286 8.1. The West Virginia School Boards Association shall maintain a catalog of evaluation  
287 instruments which comply with this policy and shall make them available to county boards.

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**§126-143-9. Use of Evaluation Results.**

295 9.1. A county board may use the results of its evaluation of the superintendent's performance to  
296 determine whether to offer the superintendent a new contract and the level of compensation or  
297 benefits to offer the superintendent in any new contract.

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**§126-143-10. Evaluation Training.**

306 10.1. As an integral part of the process for evaluating the performance of superintendents for the  
307 2004-2005 school year and subsequent school years, all county board members and  
308 superintendents shall receive evaluation training approved by the State Board and conducted  
309 jointly by the West Virginia School Boards Association and the West Virginia Association of School  
310 Administrators.

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**§126-143-11. Severability.**

318 11.1. If any provision of this rule or the application thereof to any person or circumstances is held  
319 invalid, such invalidity shall not affect other provisions or applications of this rule.

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**SECTION I**  
**GOAL SETTING AND EVALUATION INSTRUMENT**  
**MODEL SUPERINTENDENT PERFORMANCE EVALUATION FORM**  
*(GOAL-SETTING INSTRUMENT)*

**EVALUATION STANDARD**

<b>GOAL</b> (Insert each of the measurable goals and/or objectives determined by the board and superintendent on or before September 15, 20_.)	<b>TIMELINE(S) FOR ACCOMPLISHMENT</b> (Indicate appropriate timeline for accomplishing each goal determined by the board and superintendent on or before September 15, 20_.)	<b>HOW EVALUATED</b> (Indicate how each goal determined by the board and superintendent on or before September 15, 20 will be evaluated.)	<b>Exceeds Goal</b>	<b>Meets Goal</b>	<b>Does Not Meet Goal</b> (Comments Required)	<b>Comments</b>

# MODEL SUPERINTENDENT PERFORMANCE EVALUATION FORM

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**Directions:** Category I and Category II Components are required by statute. They must be completed. The other seven categories are optional, as determined by the county board. In order to complete Category I and Category II components, please place a checkmark in the box which best describes sentiment regarding the category items listed. In cases where it is concluded a standard is not met, a written comment is required. Written comments may be provided for other responses as well. NOTE: Any and all responses are based on individual interpretation.

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## SECTION II

### REQUIRED COMPONENT:

**Category 1: Success in improving student achievement generally: *Works toward improving student achievement generally.***

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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
A. Demonstrates use of position to improve student achievement and learning in the school district through building an environment for high expectations and standards.				
B. Establishes programs, initiatives or efforts that inspire administrative team and faculty toward achieving higher professional standards that will lead to improving student achievement and learning in the school district.				

<b>Category 1: Success in improving student achievement generally (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
C. Maintains programs for the health, safety and well-being of students that will enhance or improve student achievement.				
D. Demonstrates support for professional and service personnel staff development as it relates to enhancing student achievement.				
E. Initiates actions to address student learning needs, initiating actions to address and enhance student achievement.				
F. Participates with the administrative team and faculty in developing curriculum, instructional strategies, and improvements that will contribute to enhanced student achievement.				
G. Organizes a planned program for evaluation and improvement of curriculum and instructional strategies designed to enhance student achievement.				
H. Uses information about student performance, including various student assessment results, to continuously improve curriculum and instruction initiatives and efforts in district schools.				
I. Apprises the county board, in the manner and frequency prescribed by the board, concerning student achievement and learning in the district.				

<b>Category 1: Success in improving student achievement generally (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
J. Leads the board and others in celebrating student achievement.				

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347 **REQUIRED COMPONENT:**

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349 **Category 2: Success in improving student**  
 350 **achievement specifically through the**  
 351 **management and administration of low**  
 352 **performing schools.**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Works with principal, teachers, staff, and community to develop a strategic plan for the improvement of student achievement at low-performing schools.				
B. Develops strategies consistent with state law and W. Va. Board of Education policies, rules and regulations for addressing school leadership and faculty deficiencies that may contribute to lowered student performance.				

<b>Category 2: Success in improving student achievement (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
C. Provides continuous evaluation of the effectiveness of the instructional program implementation and ensures that there is a continuous focus by staff, faculty and administrators on expectations for student growth and learning in low-achieving schools.				
D. Uses school performance data to allocate resources and establish county priorities for low-achieving schools.				
E. Reviews state/county student assessment results of low-performing schools with the county board, based on the manner and frequency prescribed by the county board.				

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357 **OPTIONAL CATEGORIES AND ITEMS**

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**Category 3: Community Relations**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Evidences an appreciation of community diversity, by treating all people with respect, including county board critics and those who find fault with the administration, county schools or county educational policies and practices.				

<b>Category 3: Community Relations (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
B. Establishes appropriate means for school system staff, parents, and business/community leaders to provide input on school system matters including planning and problem-solving for the schools.				
C. Serves as a liaison with the community to resolve complaints or grievances, making recommendations to the county board regarding resolution of complaints that cannot be solved at the administrative levels.				
D. Monitors operations of the district's Local School Improvement Councils to ensure compliance with applicable statutes and W. Va. Board of Education regulations so that LSIC members may provide input as it relates to the schools, the educational process, and student achievement.				
E. Develops programs, services or offerings that foster community participation in school district programs and offerings.				
F. Articulates educational programs and needs to the community.				
G. Gains respect and support of the community for county schools, including support for bond issues and levies necessary to attain district goals.				

<b>Category 3: Community Relations (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
H. Monitors and encourages development of school newsletters and county-level communications to keep the community informed about school issues.				
I. Establishes effective working relationships with various public and private county agencies, acting as a liaison to promote interagency collaboration for the benefit of children.				
J. Provides accurate and relevant information to the news media, and is available to discuss educational matters with the news media, as appropriate.				
K. Establishes effective procedures and practices for dealing with emergencies such as those that are weather-related; threats directed toward schools; traumas; and, school violence.				

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**Category 4: District Finances**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Evaluates county board financial needs, making recommendations for adequate financing.				

<b>Category 4: District Finances (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
B. Demonstrates effectiveness in obtaining necessary resources, including supplemental financial resources for the school system such as private and public grant opportunities, foundation funding and the like.				
C. Reports to the county board on the financial condition of the school system in a manner prescribed by the board and in a format that is understandable and useful for monitoring the county board fiscal situation.				
D. Demonstrates a prudent and informed approach to budget planning, investment and budget recommendations, including input from various stakeholders.				
E. Makes financial decisions and county board financial recommendations based on the standard of what is most prudent for the school district and school system rather than unduly yielding to proposals that more narrowly benefit or advance interest group causes at the expense of sound fiscal policy and management.				
F. Articulates budget complexities, including constraints found in W. Va. Statutes, rules and regulations, to the county board and public in a way that is understandable.				

<b>Category 4: District Finances (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
G. Monitors school district budget and oversees the financial workings of the school system to ensure a balanced budget, keeping the county board informed of financial matters including assurance that expenditures are within limits approved by the county board.				
H. Uses resources within the school district in accordance with the county board priorities to implement the county board's Unified County Improvement Plan.				
I. Keeps abreast of physical needs of system, including how such needs may impinge upon board budgeting and fiscal resources both current and prospective, preparing long- and short-range plans for facilities and sites.				

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**Category 5: Personnel Relations**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Maintains a systematic approach in securing qualified applicants for professional and service personnel positions ensuring that personnel meet state and county board requirements for selection and placement.				

<b>Category 5: Personnel Relations (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
B. Reviews the number and type of personnel positions in the school system, recommending appropriate changes to the county board.				
C. Plans for the professional growth of all employees, providing a comprehensive staff development program to keep school personnel abreast of and competent in major issues and innovations affecting their areas of responsibility.				
D. Seeks to develop a collegial working relationship with school personnel, treating all school personnel fairly, without favoritism or discrimination, while insisting on competent performance of duties.				
E. Exhibits interest in school personnel morale, working collaboratively with employees to create a positive work climate in part through analyzing and diagnosing organizational or administrative practices.				
F. Delegates authority to staff members appropriate to the position each holds by providing them sufficient latitude to manage their designated areas of responsibility and by holding them accountable for the outcomes and results of their administration or management.				

<b>Category 5: Personnel Relations (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
G. Ensures that evaluation procedures are established and used for all school personnel.				
H. Gives constructive input to and monitors the duties, responsibilities, and conduct of school administrators and other personnel responsible for transportation, food service, maintenance, and custodial services in order to ensure safe, productive and efficient school district operations.				
I. Meets with central office staff and principals on a regular basis.				
J. Establishes an on-going system of two-way communications with school employees as part of an effort to create a sense of community and purpose that focuses on improving student achievement, among other objectives.				
K. Provides recognition to exemplary school employee performance and efforts.				

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**Category 6: Curricular Standards and Programs**

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Serves as the instructional leader of the school system, keeping abreast of current developments in curriculum and instruction management, and providing direction for curriculum and instruction reforms in the school district.				
B. Identifies, through collaborative efforts with stakeholders, the present and future needs of the school district and its students relative to improved quality instruction, higher levels of achievement and skill development.				
C. Provides leadership through activities of planning, implementing, maintaining or managing delivery of the school system's programs of study, including optimal use of school "time," including effective school calendar scheduling.				
D. Recommends courses of study and textbooks to the county board necessary for implementation of the district's curricular programs.				
E. Involves faculty and stakeholders to align curriculum, instruction and assessments.				

<b>Category 6: Curricular Standards and Programs (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
F. Provides resources and personnel to design, implement and review curriculum development and to update teaching and instructional strategies and methodologies.				

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**Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Serves as the chief executive officer for the county board, effectively implementing board policies, programs and initiatives.				
B. Demonstrates and articulates effective understanding of the county superintendent's role as the chief instructional leader of the school district.				
C. Recommends to the county board and provides leadership for the development of policies, programs, initiatives or services necessary for school district progress, especially relating to improving student achievement.				

<b>Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
D. Acts in accordance with the county board's vision and mission statements, recommending any revision for such through county board and stakeholder involvement.				
E. Works to establish a shared vision of what the school district is and should be for students.				
F. Specifies objectives, specifies plans, foresees contingencies and involves stakeholders in overall district planning, especially through analyzing emerging educational trends likely to impact upon the school district.				
G. Demonstrates support and loyalty to county board decisionmaking, initiatives, programs and services.				
H. Leads others without having to exercise authority unduly.				
I. Displays openness to new ideas and suggestions, accepting and benefiting from advice.				
J. Provides stability and objectivity in crisis situations, demonstrating the ability to mediate and resolve interpersonal conflicts.				

<b>Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
K. Acts in accordance with a demonstrated understanding of the essentials of problems through organizing and evaluating facts and developing defensible and effective solutions.				
L. Modifies views when additional or better information becomes available in regard to problems or issues facing the county board.				
M. Accepts responsibility and consequences for his/her actions, not seeking to shift or transfer blame to others.				
N. Uses established county board vision, mission and goals as well as mutually-developed board/superintendent goals to inform and assess county board decisionmaking recommendations.				
O. Attends such meetings, conferences and conventions as necessary in order to keep abreast of the latest educational trends, using such information, strategies and techniques to initiate or sustain county educational improvement.				
P. Expects and genuinely supports the continuous growth of others.				

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**Category 8: Other Duties as Outlined in  
State Law, County Policy and Other  
Written Agreements**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Serves as secretary to the board and supervises preparation of the agenda, supporting papers and minutes for all special and regular meetings of the board of education.				
B. Plans and formulates, for board consideration and approval, policies, procedures, programs and decisions needed in the conduct of the schools.				
C. Submits accurate reports and other related documents to federal, state, and county board of education officials on a timely basis.				
D. Seeks to secure grant funding, as appropriate, from the W. Va. Department of Education, the School Building Authority of West Virginia, and the U.S. Department of Education or other appropriate agencies.				

<b>Category 8: Other Duties as Outlined in State Law, County Policy and Other Written Agreements (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
E. Ensures that the county board is involved in training and development activities which will lead to individual members' growth and development and the corporate growth and development of the board as an effective policy-focused governing body.				
F. Informs the county board, in a timely manner, about rules and regulations of the W. Va. Board of Education and state and federal laws, including trends and developments in education likely to impact the county board.				

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**Category 9. Informational Leadership**

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	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Provides accurate, timely information to the county board, including various oral and written reports, memoranda, presentations, surveys and the like, which provide rationale and justification for informed board decisionmaking.				

<b>Category 9: Informational Leadership (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
B. Meets the county board’s expectations, as outlined in board policy, regarding board meetings, need for information prior to the meeting, preparation for meetings, organization and logistics for meetings, agendas and board minutes.				
C. Maintains open, two-way communications with county board members.				
D. Reports, using the format or means determined by the board, concerning the status of board programs, services, initiatives and operations.				
E. Recommends actions and alternatives for board decisionmaking only after careful study and preparation, including any necessary consultations with those having expertise in regard to certain problems or issues facing the board.				
F. Provides the county board with information relative to emergency situations that may arise within the school district and which may warrant county board attention, decisionmaking or intervention.				
G. Provides periodic reports to the county board in order that members may be informed of the status of all major functions of the district’s operations and how county board policies are being implemented.				

<b>Category 9: Informational Leadership (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
H. Keeps the board informed about progress in achieving district goals and objectives, based on a broad array of information.				

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