

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 regard to the above two items, **WVBE Policy 5309** reads: "The (county
28 superintendent evaluation process) may require or allow the county board to assess...the
29 superintendent's performance of any of the other duties of the chief executive officer of
30 the county board as delineated in the superintendent's contract or other written agreement
31 with the county board [W. Va. Code §18-4-10(1)], and the degree to which the

32 superintendent keeps the county board apprised continuously of any issues that affect the
33 county board or its schools, programs and initiatives [W. Va. Code §18-4-10(9)].”

34 In order to provide a reasonable way to comply with the 2003 law, a West
35 Virginia School Boards Association/West Virginia Association of School Administrators
36 committee (comprised of an equal number of superintendents and county school board
37 members) met from February – July 2004 to study the requirements of the law and the
38 resulting State Board Policy §5309. The attached policy, as presented, has been deemed
39 by the State Board to be acceptable as it is written to meet the requirements of Policy
40 §5309, and may be adopted in total or in part by county boards as their local policy
41 governing superintendent evaluation. Of course, any items added to those included in the
42 model superintendent performance evaluation form, have not been subject to WVBE
43 review. Whether using this model policy or some variation, the WVBE requires all
44 county boards to submit a superintendent evaluation policy for WVBE review and
45 approval.

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SUPERINTENDENT'S
PERFORMANCE EVALUATION

66 **1.0** **Purpose.** The annual evaluation of the _____ County Superintendent of Schools
67 (the “Superintendent”) by the _____ County Board of Education (the “Board”)
68 enables the Board to determine:

- 69 • the degree to which the Superintendent has accomplished written goals
70 and/or objectives, the time lines of which may vary, and satisfied other
71 Board/Superintendent-determined measures of effectiveness;
- 72 • the Superintendent’s success in improving student achievement generally
73 across the county, and;
- 74 • the Superintendent’s success in improving student achievement through
75 the management and administration of low-performing schools;
- 76 • the Superintendent’s performance in the optional areas of performance as
77 determined from the listing specified in §18-4-6(c), namely community
78 relations, school finance, personnel relations, curricular standards and
79 programs, and overall leadership of the school district as indicated
80 primarily by improvements in student achievement;
- 81 • the Superintendent’s performance of his or her chief executive officer
82 duties as delineated in his or her contract or other written agreement with
83 the Board; and,
- 84 • the degree to which the Superintendent keeps the Board apprised
85 continuously of any issues that affect the Board or its schools, programs
86 and initiatives.

87 **2.0** **Other Evaluative Purposes.** Other purposes of the Superintendent’s annual
88 evaluation are to:

- 89 • enhance the Superintendent’s effectiveness;
- 90 • assure the Board that its policies are being implemented, and that Board
91 programs, services and initiatives are being implemented to the
92 satisfaction of the Board;
- 93 • clarify for the Superintendent and individual Board members the
94 responsibilities the Board expects the Superintendent to fulfill;
- 95 • establish a structured means for discussion of the Superintendent’s overall
96 effectiveness in his or her position, and to allow the Superintendent to
97 receive, in a formal setting, feedback from the Board as to his or her areas
98 of commendation and areas for continued growth and improvement; and

- 99 • accomplish such other goals as the Board and Superintendent may
100 determine, consistent with statute and West Virginia Board of Education
101 Policy 5309, “County Superintendent Performance Evaluations.”

102 **3.0 Implementation Procedures.** The following procedures shall be followed in
103 implementing the evaluative process:

104 **3.1 Deadline for Annual Evaluation.** The Superintendent’s
105 evaluation shall occur annually before June 30, and will be
106 coordinated with the annual Board self-evaluation to ensure
107 clearly-articulated Board priorities. However, if the
108 Superintendent’s contract is to expire on June 30, the evaluation
109 shall be completed before the preceding March 1.

110 **3.2 Evaluation Instrument.** The instrument that the Board will use in
111 evaluating the Superintendent’s performance is the “Evaluation
112 Instrument” appended to this policy, as customized by the Board
113 and approved by the West Virginia Board of Education.

114 **3.21 Customizing the Instrument.** In customizing the
115 “Evaluation Instrument,” the Board will choose various
116 items to include in both of the two required categories of
117 evaluation – the Superintendent’s success in improving
118 student achievement generally and specifically through the
119 management and administration of low-performing schools
120 – as well as in any of the optional areas of evaluation
121 delineated in §1.0 above. Additionally, the Board may add
122 areas to the Evaluation Instrument relating to the
123 Superintendent’s performance of duties as the Board’s
124 chief executive officer as specified in §1.0, or as delineated
125 in the Superintendent’s contract or other written agreement
126 with the Board. The Board may also add to the Evaluation
127 Instrument evaluative areas addressing the degree to which
128 the Superintendent apprizes the Board continuously of any
129 issues that affect the Board or its schools, programs and
130 initiatives. In the Evaluation Instrument, the latter items are
131 referred to as “Informational Leadership” items.

132 **3.22 State Board Approval; Subsequent Amendment.** Once
133 approval of the customized Evaluation Instrument has been
134 received from the West Virginia Board of Education, the
135 Board may proceed with the evaluative process, consistent
136 with the Approved Evaluation Instrument. In subsequent
137 years the Board may amend the Approved Evaluation
138 Instrument, but before using the amended instrument, the
139 Board must again receive West Virginia Board of
140 Education approval.

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3.3 **Establishing Annual Goals and Objectives.** Annually, before September 15, the Board and Superintendent shall establish written goals and/or objectives for the Superintendent to accomplish within a given period of time. As part of the evaluation process, the goals and/or objectives shall be a part of the evaluation process, inserted into the appropriate places on the Approved Evaluation Instrument.

3.31 **Time Lines.** Each goal or objective shall include a specific time line for completion. The time line need not be the same for each goal or objective and may extend beyond the end of the then-current school year, so long as there are adequate means of evaluating the progress toward meeting the goals and objectives during the current evaluation year, so long as there are adequate means of evaluating progress toward meeting the goals and objectives during the current education year.

3.32 **Difficulty in Reaching Agreement.** If the Board and Superintendent are unable to agree upon goals and/or objectives by September 15, they will engage the West Virginia School Boards Association and the West Virginia Association of School Administrators to facilitate agreement. If facilitation is not successful by October 31 of the then current year, the parties shall ask the State Superintendent of Schools to appoint an individual or panel to facilitate an agreement on the differences between the Board and Superintendent.

3.4 **Individual Input.** In order to complete the annual evaluation, each Board member will complete the Approved Evaluation Instrument. If the area “Does Not Meet Standards” is checked or indicated by a Board member, a written comment is required. Other comments are optional. As provided above, the form completed by each Board member will reflect the goals or objectives earlier agreed upon by the Board and Superintendent and assess the degree to which each board member concludes that the Superintendent has met each of them.

3.5 **Delivery to Board President.** Board members shall deliver their completed evaluation instruments to the president of the Board before such deadline as the president establishes and announces to the other members in an open meeting. Each Board member may make and retain a photocopy of the instrument that he or she completed.

182 **3.6 Composite Results.** Following the deadline for Board members to
183 submit the completed instruments to the Board president, the
184 president shall tabulate the information received from the Board
185 members, including the information appearing on the Approved
186 Evaluation Instrument that the president himself or herself
187 completed. The president shall fill out an Approved Evaluation
188 Form to show composite rankings by Board members, along with
189 the Board members’ compiled comments.

190 **3.7 Reviewing and Discussing the Composite Results.** Prior to
191 sharing the results with the Superintendent, the Board shall, in
192 executive session, review and discuss the compiled rankings and
193 comments. The Superintendent shall not attend this review and
194 discussion. As a result of the discussion, and in order to fairly
195 reflect the assessments made by the Board members, the Board
196 president, at the direction of the Board through vote or consensus,
197 shall modify the composite results to reflect the discussions of the
198 board.

199 **4.0 Meeting with the Superintendent.** The Board and the Superintendent shall then
200 meet in executive session on that same day unless otherwise determined by the
201 Board and Superintendent in advance in open session.

202 **4.1 President’s Remarks.** At the outset of this meeting, the Board
203 president will provide the Superintendent a copy of the Approved
204 Evaluation Instrument containing the composite rankings and
205 compiled comments. The president shall make a general statement
206 regarding the evaluation and the various findings and conclusions,
207 including the degree to which the Board members’ assessment of
208 the degree to which the Superintendent has met the various goals
209 and objectives have been met.

210 **4.2 Board Members’ Remarks.** In the presence of the other Board
211 members in executive session, each Board member will then be
212 given the opportunity to discuss the various evaluative components
213 and any evaluation comments with the Superintendent.

214 **4.3 Superintendent’s Remarks.** The Superintendent will be given
215 the opportunity to share a personal assessment of his or her own
216 performance.

217 **4.4 Areas for Growth and Development.** Based on evaluation
218 results, the Board, in executive session, may prescribe areas for the
219 Superintendent’s further growth and development and time lines
220 and means by which progress shall be measured. In doing so, the
221 Board shall determine any areas for the superintendent’s further
222 growth and development in with input from the superintendent.

223 **5.0 General Statement to the Public.** At the conclusion of the annual evaluation
224 process, the Board shall, as required by law, orally or in writing issue a general
225 statement to the public about the evaluation process and the overall result. The
226 general statement shall be formulated in executive session. Although the Board
227 shall try to reach consensus among its members as to the contents of the
228 statement, the statement must be approved in executive session by at least a
229 majority of the Board members who timely completed and submitted the
230 Approved Evaluation Forms and participated in executive session discussion of
231 the Superintendent’s performance. No separate or dissenting report of the
232 Superintendent’s evaluation shall be released by the Superintendent or any Board
233 member except as provided below.

234 **6.0 Release of Additional Information.** By law, the release of any additional
235 information about the Superintendent’s evaluation can occur only by mutual
236 consent of the Superintendent and Board. “Additional information” includes, but
237 is not limited to all discussions regarding the evaluation, all versions of the
238 Approved Evaluation Forms completed by individual Board members and the
239 Superintendent if he or she has completed such an evaluation, as well as all
240 versions of the composite form completed by the Board president.

241 **7.0 Use of Results.** As stipulated in statute, the Board may but is not required to use
242 results of the evaluation to determine whether to offer the Superintendent a new
243 contract and the level of compensation and benefits to offer the Superintendent in
244 any new contract.

245 **8.0 Effective Date.** This policy shall take effect upon its enactment by the Board and
246 approval by the State Board. The date of enactment and approval is indicated
247 below.

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249 Date of Enactment: _____

250 Date of Approval: _____

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

EVALUATION STANDARD

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

MODEL SUPERINTENDENT PERFORMANCE EVALUATION FORM

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.*

	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.				

Category 1: Success in improving student achievement generally (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

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

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REQUIRED COMPONENT:

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Category 2: Success in improving student achievement specifically through the management and administration of low performing schools.

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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 2: Success in improving student achievement (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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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OPTIONAL CATEGORIES AND ITEMS

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Category 3: Community Relations

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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 3: Community Relations (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 3: Community Relations (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
A. Evaluates county board financial needs, making recommendations for adequate financing.				

Category 4: District Finances (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 4: District Finances (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 5: Personnel Relations (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 5: Personnel Relations (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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

	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 6: Curricular Standards and Programs (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 8: Other Duties as Outlined in State Law, County Policy and Other Written Agreements (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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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	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

Category 9: Informational Leadership (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
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.				

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

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