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Process for Evaluation

General Guiding Principles. There are multiple purposes to the Evaluation. They include (in no particular order): (1) Providing feedback to the Executive Director and Principal (ED & Principal) in a constructive manner; (2) Identifying strengths and areas for improvement in the ED & Principal; (3) Fulfilling the Board of Trustees' fiduciary duty to oversee the ED & Principal; (4) to identify areas where the Principal needs additional support from the Board or from others; and (5) to determine whether the Ed & Principal's contract should be renewed and, if so, whether any terms in that contract should be changed (such as whether the ED & Principal should be given a raise) or whether discipline should be imposed.

The Evaluation process is not to be used: (1) to engage in a personal vendetta against the ED & Principal; (2) to provide public disclosure of private information; (3) to undermine the ED & Principal's authority; (4) as a guise for micro-managing the Principal's duties; or (5) to humiliate or denigrate the ED & Principal.

Similarly, while the evaluative process is, to some degree, inevitably individual in that each person must make a determination based on his or her own views, ultimately it is a collaborative effort, and the final Evaluation is the product of discussion both as an Evaluation Committee and with the ED & Principal. As such, no individual should be able to dictate the outcome of the Evaluation. By the same token, however, each member of the Evaluation team must take care to consider and weigh the views of each other member, recognizing that their own initial views may be subject to change based upon the reasoned comments of others.

The Evaluation Tool has been designed to facilitate these guiding principles, which themselves are grounded in the Board of Trustees' Guidelines and Policies. The Evaluation Tool allows for both objective and subjective comment, as well as a numeric and narrative Evaluation. This provides the Evaluation Committee with maximum flexibility to achieve the various purposes for which the Evaluation takes place. At the same time, the Evaluation Tool is a "living document." That is, it is designed to be modified and amended over time as experience dictates. So too, the Process for Evaluation is a "living document." The process may change or be altered from time to time as experience dictates and to ensure that it achieves the legitimate purposes for which it is designed. To that end, the Committee may, from time to time, determine that some or all of the steps below should be changed, and it may change the order of steps or eliminate some steps entirely.

Equally critical, the Evaluation Process, like the Evaluation Tool, is designed to be fair to the Evaluation Committee, the school, all stakeholders, and the Principal. Accordingly, the use of either the Evaluation Tool or the Evaluation Process in a manner that is not fair in fact or appearance is discouraged, even if doing so is technically permitted. The end result is more readily accepted by all (and therefore more likely to achieve its legitimate purposes) if the process by which the result is derived is widely



PALISADES

CHARTER HIGH SCHOOL

perceived to have been fair. **That said, however, nothing in this Process nor in the Evaluation Tool should be construed as a limit of any kind on the Board of Trustees' powers under the contract and applicable law. Thus, by way of example only, to the extent that the contract between PCHS and the Ed & Principal allows the Board of Trustees to terminate the ED & Principal's employment without cause or notice, nothing herein is meant to, or shall, limit that power in any way.**

Specific Process.

1. *Familiarization with the Evaluation Tool.* Each member of the Evaluation Committee should review carefully the Evaluation Tool to determine the areas in which the ED & Principal is to be evaluated. Committee members should recognize that new areas, while important to them individually, should not form the basis of the evaluation generally, as the ED & Principal likely did not have adequate notice that those areas would be areas on which he or she would be evaluated. Each Committee member should determine, as to each category to be evaluated, whether that member has enough familiarity to provide an informed evaluation. If not, then the member should determine whether it is appropriate for the member to respond "Not Sufficient Information" for that category, or whether additional investigation is required so as to allow a substantive response.

2. *Gathering Additional Information.* Additional information can be gathered in one of two ways. To the extent that the Committee believes that systemic additional information should be gathered, such as by a general inquiry to the stakeholders or to any particular stakeholder group (such as the faculty), then the Committee shall authorize and approve an appropriate methodology for gathering that information. To the extent that the information is more individualized -- such as where a Committee member believes that he or she needs additional information even though the Committee does not -- then that member should obtain the necessary information. In doing so, however, no member should engage in any conduct that is disruptive, overly time-consuming, or suggestive of any particular result or outcome. Appropriate ways of getting additional information could include, by way of example, class room visits with appropriate authorization, conversations with stakeholders who express a concern, or a review of the PCHS books and records (but not in a disruptive manner).

3. *Initial Meeting with the ED & Principal.* The Evaluation Committee shall hold an initial meeting with the ED & Principal. The purpose of this initial meeting is to hear *from* the Principal; it is not to provide feedback *to* the ED & Principal. This is an opportunity for the Ed & Principal to provide information to the members of the Evaluation Committee before any member has filled out even an initial draft of the Evaluation Tool. Generally speaking, Committee members ought not to provide feedback to the Ed & Principal at this time. **Note: the Evaluation Committee may decide that it is more efficient or effective to hold this initial meeting before step 2 above.** The Evaluation Committee may, in its discretion, invite legal counsel to attend this, or any other Evaluation Committee meeting.



PALISADES

CHARTER HIGH SCHOOL

4. *Initial Individual Thoughts.* Each Committee member should, thereafter, fill out a draft version of the Evaluation Tool. This draft version is for personal use only, and shall not become a record of the Evaluation Committee. Generally, because this initial draft is just that -- an initial draft -- it is unlikely that the draft will be maintained. Rather, the draft may be destroyed as the process goes forward.

5. *Closed Session Meeting of the Evaluation Committee.* The Evaluation Committee should meet in closed session to discuss each individual member's thoughts on the various evaluation areas, as well as overall thoughts and concerns. The ED & Principal ought not attend this meeting. The discussion should be frank, including all aspects of the Ed & Principal's performance. Committee members should come to the meeting open-minded and with the view that they are open to persuasion, and each individual's tentative, draft Evaluation will likely change during the course of the meeting. The Committee is not expected to come to any firm determinations at this meeting.

6. *Discussion with the ED & Principal.* Following the closed session meeting, the Evaluation Committee should meet with the ED & Principal. The purpose of this meeting is to discuss any areas of concern that the Committee has identified with the Principal, as well as to discuss any other topics the Committee believes are important to its Evaluation (including areas of particular strength, for example). Unless the Committee determines otherwise, this meeting should be attended only by the Committee and the ED & Principal and (to the extent requested by the Committee or the Ed & Principal) PCHS legal counsel. Both the Committee and the Ed & Principal should endeavor to be frank in this discussion.

7. *Closed Session Meeting of the Evaluation Committee.* After the meeting with the ED & Principal, the Evaluation Committee may, if it deems it appropriate, meet again in closed session to discuss issues raised by or with the ED & Principal.

8. *Gathering Additional Information.* If, after the meetings described above, the Committee or any member thereof believes it necessary or appropriate to gather additional information, then the Committee or the member may do so, consistent with the limits described above.

9. *Additional Closed Session Meeting, Revisions to Individual Evaluation Forms, and Committee Evaluation.* After all pertinent information has been gathered, the Evaluation Committee shall meet to discuss the Evaluation Tool. The Committee shall discuss each area of evaluation and attempt to arrive at a consensus view as to an appropriate numeric and narrative evaluation. However, each individual member shall have the right to dissent or abstain from any particular Committee evaluation, and shall have the right to provide an individual evaluation reflecting that member's individual viewpoint. A member may provide this individual evaluation even if that member concurs in the Committee's Evaluation. The Committee's consensus Evaluation shall not be a mere averaging of scores. Rather, it should reflect the Committee's collective view



PALISADES

CHARTER HIGH SCHOOL

of the Ed & Principal's efforts in each area to be evaluated. While the Committee should strive to reach consensus, its Evaluation shall be determined by a majority vote of its members for each area to be evaluated and for each narrative.

10. *Additional Meeting with the ED & Principal.* If the Committee believes it appropriate, it shall have an additional meeting with the Principal, consistent with the structure set forth above. Generally, such a meeting is appropriate if the Principal is going to be ranked "Unsatisfactory" in any area. However, if the Committee believes that no purpose would be served by an additional meeting, then it need not hold such a meeting.

11. *Final Evaluation.* Following any additional meeting with the Ed & Principal, the Committee shall meet to determine whether any changes to the evaluation are required. The final Evaluation must be approved by a majority of the Evaluation Committee, and the vote shall be recorded. If any individual member wishes to file an individual Evaluation, he or she may do so in his or her sole and absolute discretion. However, any such individual Evaluation shall be signed.

12. *Delivering the Evaluation to the ED & Principal.* When the Evaluation has been finalized, the Committee shall meet with the ED & Principal and deliver the Evaluation. The Committee shall provide the Ed & Principal with a copy of the Evaluation, as well as a copy of any individual evaluations that any Committee member has completed and signed. The Committee chair shall explain the Evaluation and shall answer any questions asked by the Ed & Principal that the Committee believes are appropriate to answer. Each individual Committee member may also explain his or her view of the Evaluation both by category and overall. The ED & Principal shall sign the Evaluation. The Ed & Principal's signature shall reflect only the fact that the Evaluation was provided to him or her, and shall not be construed as agreement with the Evaluation. If the Committee's Evaluation includes any form of discipline or recommended discipline, then legal counsel shall be present at this meeting and, if in the Committee's opinion it would be helpful and appropriate, the Director of Human Resources shall also be present. The ED & Principal has the right, but not the obligation, to provide a written response to his or her Evaluation, which response shall be maintained in the ED & Principal's personnel file along with the Evaluations.

13. *Reporting Out the Evaluation.* The Evaluation Committee shall provide its evaluation to the voting members of the Board of Trustees in closed session and shall answer any questions put to the Committee by the Board. Generally, the entire Evaluation shall be provided to the Board of Trustees at this meeting. However, in extraordinary circumstances and in consultation with legal counsel, the Committee may elect to provide the Board of Trustees with a summary of its Evaluation. This Evaluation shall be treated by every Board member as strictly confidential, and the unauthorized dissemination of any such information shall give rise to a presumption that the disseminating Board member be removed as a Trustee (provided, however, that any actual removal or other sanction shall take place only as allowed by the PCHS Charter



PALISADES

CHARTER HIGH SCHOOL

and Bylaws). While the written Evaluation shall be made available to the Board of Trustees at this meeting, Board members shall not keep copies of the Evaluation after the meeting concludes, nor shall they make notes of the Evaluation.

14. *Document Retention.* Generally, unless otherwise advised by legal counsel, only the final written Evaluations shall be maintained, including the Committee Evaluation and any individual Evaluations submitted by Committee members. Draft Evaluations shall not be maintained or kept, but rather should be destroyed. The Evaluation Committee may, but need not, keep minutes of its meetings, or may keep minutes of some, but not all, of its meetings, unless otherwise required by law. Unless otherwise required by law, minutes of Evaluation Committee meetings should be presumptively destroyed at the conclusion of the Evaluation Process. However, and not withstanding the foregoing, if the Committee believes that maintaining such minutes is appropriate, then, with the advice of legal counsel, the minutes may be maintained as an official record of PCHS. Individual Committee members should not keep or maintain personal notes after the conclusion of the Evaluation Process.